

PREPARATION OF LESSON NOTES

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Dedication

In memory of my

MOTHER

Kulada

P R E F A C E

It is admitted that planning a lesson from before contributes a great deal to its success. Yet, the practice is not popular among our teachers. Pupil-teachers in teacher-education colleges have to do the task under compulsion as a mechanical formality to practice-teaching, while in-service teachers hardly ever indulge in the practice, unless forced by departmental circulars.

This indicates that our method of preparing lesson-plans needs re-examination. Unfortunately, our increasingly growing volume of educational literature has yet paid meagre attention to this problem. The problem of planning lessons has not yet been properly examined in the light of the latest knowledge gained in the field of psychology, the new methods devised for education and the latest conception about the educative process. The present booklet ventures to make an attempt in the line, keeping in view the practical situations in our schools and class-rooms.

Though, the planning of lessons is a technique, it is a creative art at the sametime and should not be interpreted too mechanically. Every lesson as well as the plan for it is unique in its own way. The frame-work for lesson plans should, therefore, be flexible. As such, attempts has been made to help develop the insight of readers in the general principles involved in lesson-plans. The first seven chapters endeavour to develop a general frame-work for lesson-plans and to discuss the theory behind it in detail, supported by adequate

examples. The eighth chapter takes up two lessons in two different subjects, prepared by two ~~pupil~~-teachers for their final examination in practice-teaching and criticises them in detail, offering constructive suggestions for every criticism made. The ninth and tenth chapters discuss the specific problems of preparing lesson-notes in History and English and give four model lesson-plans in each subject, each lesson-plan representing a particular type of lesson-plan (conversational lesson ; Project-lesson ; Revision-lesson and Individual Study and Group-discussion lesson). The last chapter includes model-lesson plans for a few other school subjects.

Though the book is particularly designed to help pupil-teachers in preparing lesson-plans during practice-teaching, it may have a wider educational appeal. It may be helpful to in-service teachers in developing better insight into planning lessons, resulting in better appreciation of its utility to them. The problems raised and the points made in the Booklet may be of some interest to educationists.

K. P. CHAUDHURY.

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CHAPTER I

PLEA FOR RECONSIDERING THE EXISTING PRACTICE OF PREPARING LESSON NOTES

The Problem:

Training in preparing lesson notes is considered essential in any course for the professional preparation of teachers. As such great emphasis is given to lesson notes in all teacher-education colleges during "practice teaching". Sometimes independent marks are allotted to lesson notes to emphasise their importance (in addition to those allotted to lessons given). It is not unusual for pupil-teachers to devote two to three hours or even more to preparing lesson-notes for a lesson of about 45 minutes. In recognition of the importance of lesson notes in teaching, certain education departments in our country are trying to develop the practice of preparing lesson-notes among in-service teachers. But unfortunately, experience reveals that careful preparation of lesson-notes does not always result in successful lessons; nay, some times, it may prove a hindrance to successful lesson-giving. In the course of the long experience of the author in "practice-teaching" in teacher-education colleges, there have been many instances when the pupil-teachers have had formal and mechanical conception of lesson-notes and destroyed the life of the lessons, in their

attempts to adhere rigidly to them. ~~In~~ all such cases, the author always felt that the pupil-teachers would have done better without the lesson-notes than with them. Experience also does not find a too obvious relation between good lesson-notes and good lessons. Instances are not rare where a first-class lesson-note has not resulted in a first-class lesson and *vice-versa*. In most cases, the time and labour spent in preparing lesson-notes are not in proportion to the benefits derived from them in actual lesson. The idea of insisting on making in-service teachers prepare lesson notes has not proved popular. Pupil-teachers do not leave the teacher-education colleges, being inspired with the indispensability of lesson-notes in teaching. As such, preparation of lesson-notes has remained a feature only in the "practice-teaching" of pupil-teachers and has not found its way into general school-practice. This has made lesson-notes more artificial. At the same time, there can be no theoretical challenge to the importance of lesson plans in teaching; there must be something wrong somewhere. Probably the defect is not inherent in lesson-notes but in the manner they are conceived and utilised in lessons. To improve teaching efficiency in our schools as well as to make our teacher-education more effective, the problem of lesson-notes badly needs re-examination.

The Herbartian Method:

Let us start by taking account of the existing practice of preparing lesson-notes: Lesson-notes in

teacher-education colleges are prepared according to the "Herbartian Method". It is based upon the following accepted principles of Learning: (a) New learning can be had only by connecting it with the learning already acquired—all new knowledge must be assimilated and related to existing knowledge. (b) The method of one desirous of learning is like that of a discoverer who should start with the resources at his disposal and make the adventure into the land of the unknown. Herbart worked out the above principles into a definite methodology which should be useful to the teacher in delivering his lesson.

(i) Preparation:

The first step in a Herbartian lesson-plan is to give the "Apperceptive Mass" or the existing stock of knowledge of the pupils a shake so as to enable the new knowledge presented in the lesson to be assimilated in relation to the existing one. It may be compared to the process of putting gold into the melting-pot to have more gold added to it. A lesson, therefore, is to start with the existing knowledge of the pupil's and it should be worked out in such a way that it may lead to fresh knowledge gradually and logically. In the preparation stage, the teacher usually asks questions on such old knowledge and experience as have necessary connection with the lesson to be presented. For example, if the lesson is a poem on the "Morning", the pupils may be asked to narrate their experiences of enjoying the beauty

of the morning at different times, under different environments.

(ii) Presentation:

Preparation stage is followed by *Presentation*. The principle of passing from the Known to the Unknown is the guiding factor in this stage as well: In this stage the pupils are expected to assume the role of discoverers. They are to be led to discover the new knowledge with the help of the knowledge which they have already possessed. Guidance is provided by the teacher with the help of "developmental questions". The teacher puts such questions to the pupils as they are expected to answer with the help of their existing stock of knowledge. But the questions are planned in such a manner that answers to them logically lead the pupils to the discovery of the knowledge to be presented. For illustration, let us go back to the example of the poem on "Morning": Imagining that the first stanza consists of the description of peasants going to the fields with their bullocks and ploughs, the pupils may be asked to read the stanza and to name the month of the year to which the description refers. Evidently, it is the ploughing season and if the meaning of one or two, specially difficult words, is made clear, the pupils in any Indian village should be able to answer the question. Then they may be encouraged to describe a morning during the cultivation season from their own experiences. With the help of the teacher, they should be able to build up the description given in

the poem itself. When it is achieved, the discovery is complete and the lesson can be taken as appreciated (the lesson is learnt and the new knowledge is assimilated to the old one).

(iii) Recapitulation:

The lesson, according to the Herbartian lesson plans, ends with the stage of Recapitulation or Fixation. The attempt at this stage is to have the lesson repeated by the pupils with a view to examining the extent of their learning and at the same time to give them further drill in fixing the new knowledge in their minds. At this stage, the teacher mostly has recourse to "Recapitulatory Questions". For example, in the lesson on the Morning, He may ask the pupils to describe the beauty of the morning after the poet.

Conversational Method:

As lessons according to the Herbartian method often take the form of conversation between the teacher and the pupils, the pupils giving most of the answers, the method is sometimes aptly described as the "*Conversational Method*".

Herbartian Frame-work for Lesson Plans :

The application of Herbartian principles to lesson-notes has resulted in the development of a quite rigid form for preparing lesson-notes, which is rather scrupulously followed in our teacher-education colleges: A lesson-note is invariably ✓

divided into three distinct stages, Preparation, Presentation and Recapitulation. The ~~first~~ and last stages usually contain questions put to pupils—the first on the previous lesson and the last on the present one. The middle stage (Presentation) is usually divided into two columns “Matter” (the knowledge to be presented) and “Method” (the method to be followed in presenting the knowledge). In practice, the method column contains the questions asked by the teacher and the matter column includes the expected answers to them. The usual practice is to tag a “Black board-Summary” at the end of the lesson-note. This summary contains the substance of the lesson and is to be written on the Black-board. It is also customary to provide a few more heads in the lesson-note, before the preparation stage, because of their relevance to the planning of the lesson.

Inadequacy of Herbartian Principles :

Before entering upon a discussion of each of the heads of the lesson-note, it seems necessary to examine the adequacy of Herbartian principles in planning lessons in the light of the latest findings in the Psychology of learning: Though the Herbartian Principles of basing all new learning upon old one and helping the learner to pass from the known to the unknown in his attempt to learn, cannot be challenged, they cannot be accepted as fundamental or basic laws in learning. “Motive is the spring of all learning activities” is a more fundamental law in the field. The Herbartian principles can be

subsumed under this law: Learning is described as a goal-seeking activity—a cyclic process, starting with a motive or felt need and ending with the fulfilment of the need.. No doubt, in the process of fulfilling the need, the learner has to assume the role of a discoverer, he has to pass from the known to the unknown, but the impelling force behind him is the need or the goal to be realised. “Trial-and-Error” and “Insight” work simultaneously for the realisation of the goal or the solution of the problem.

No doubt, all learning must start from existing knowledge (nevertheless) it should be noted that the existing knowledge comes into the picture only as the field of operation for Trial-and-Error and Insight. Again, only a limited area of the existing knowledge becomes involved in a particular learning-situation; the area concerned is decided by the nature of the problem to be solved. As such, the Herbartian principles cannot give the teacher a proper perspective of the learning situation; they are not even enough as practical guide to teachers in planning lesson.

Moreover, it is to be remembered that learning takes place at least on three different levels *i.e.* physical, intellectual and emotional or social levels. The laws of learning on one level are not indetical with those on others. So long, schools were supposed to be places only for intellectual learning. As such, the application of the Herbartian principles in lessons was made only in

reference to the problems of intellectual learning. But nowadays crafts, drawing music and such other subjects are also making their demands on our school curriculum. Learning in physical and emotional level plays a more important part in the case of such subjects. As such the Herbartian form of lesson plans, needs to be adapted to suit the requirements of lessons in the above subjects.

Even in the case of intellectual learning, the Herbartian principles have been worked out in detail in regard to one method only (Conversational Method). But "Project Method", "Assignment Method" and "Seminar Method" are also utilised in intellectual learning. It is expected that in future these methods will be utilised more frequently in our class rooms. A Herbartian lesson-plan, in its present form, does not suit them. Again, in its application to "conversational lessons", Herbartian lesson-plans take an over theoretical approach without giving adequate scope for pupils' activity within the class room. The adventures of pupils are confined only to mental ones. The only kind of activity contemplated is pupils' answer to teacher's question. Herbartian lesson-plans, therefore, do not seem to be the last word in the field. It is high time that we concentrated our attention on the development of lesson plans, suitable to different kinds of lessons and capable of solving special problems in learning, characteristic of the subject-matter to be learnt.

CHAPTER II

PRELIMINARY CONSIDERATIONS FOR PREPARING LESSON NOTES

Lesson Plans Should be in Outline:

It is not easy to offer exhaustive suggestions for improving lesson-plans because of the different kinds of subject-matter to be learnt and the different problems involved in them, necessitating different kinds of lesson-plans. As knowledge-lessons are the most common of the different kinds of lessons, let us concentrate our attention on them in the present work. The first practical question to be answered should be in regard to the size of lesson-notes. It is usual in teacher-education colleges to prepare rather lengthy lesson-notes, running over 4 to 5 foolscap sheets. If the teacher undertakes to visualise each and every activity in his class for 45 minutes and endeavours to record it in the lesson-notes, lesson-notes will necessarily be unwieldy. No doubt, for the first few lessons, a teacher under training will gain much if he follows the principles of detailed lesson-notes. But as a regular practice, the work may be considered too heavy and too irksome. Such lesson-notes are expected to take not less than an hour on an average, to prepare, and if the teacher has to give five lessons a day, preparation of lesson-notes for every lesson certainly becomes too much for him,

specially when this is not the only work for the teacher to undertake for the success of the lesson : The teacher has to make a thorough study of the content of the lesson, has to find out references and parallel readings and has to collect or prepare teaching-aids. Under the circumstances, it is too much to expect detailed lesson-notes from teachers. It is also to be noted that a detailed lesson-note may sometimes become a hindrance rather than a help to the lesson. As the pupils are human beings, they cannot be kept within the frame-work of a lesson-note, in whatever detail it may be worked out and however subtle may be the foresight of the teacher in working it. A lesson must always be dynamic, varying according to the demands of the class-situation at the time of the delivery of the lesson. A detailed lesson-note being less flexible often embarrasses the teacher in the class. Outline lesson-notes are more suitable to such dynamic conception of lessons.

New Principles for Preparing Lesson Notes :

Before trying to ascertain the form for an ideal lesson-note, an attempt may be made to develop certain principles to guide the teacher in preparing lesson-notes which should be more broad-based and which should concern more fundamental principles in learning than the Herbartian principles.

(a) That motive is most vital in learning has been accepted as a psychological truism. As such, proper motivation of pupils towards the lesson

should be the watch-word for the teacher. The lesson must be so conceived and so presented as to relate every step in it to one or more of the immediate needs of the pupils. The problem for the lesson should be spontaneously and voluntarily accepted by the pupils as their own problems. Adequate provision for the development of the pupils' spontaneous attention and interest in the lesson should be considered as a criterion for a good lesson-note. (b) It is admitted on all hands that learning is a process in living. Everybody learns through his own activity. Learning cannot be thrust upon anybody ; any planned learning-situation should, therefore, have enough opportunities for the pupils' activity. Self-activity is the key to learning. Scope for the pupils' activity should be considered as another criterion for a good lesson-note. It should be noted that the Herbartian principles may not be discarded ; but the above principles should be considered as more fundamental—being more general laws which can subsume the Herbartian laws in regard to lesson-notes.

Suggested Frame-Work for Lesson-Notes :

In the attempt to improve upon the existing frame-work for lesson-notes, the start may be made by examining the traditional frame-work and rejecting, improving or modifying it where needed.

As has already been pointed out at the outset, the teacher has to give consideration to a few

preliminaries and it is customary to indicate them in the lesson-note.

Indication of the Educational Grade :

As has hitherto been the practice, the class for which the lesson is intended must be considered in planning the lesson : Even though the topic is the same, lesson-plans differ according to difference in the educational grades of the pupils : Difference in interpretation, in illustration and in emphasis may make one lesson completely different from the other even though the subject-matter for each is the same. Moreover, difference in method may also make a lesson more difficult or less difficult : A lesson on Buddha may be taken as an example : In lower grades, the lesson should emphasise the life-events, presented according to the "Biographical Method", whereas in higher grades emphasis ought to be given to facts which illustrate the philosophy of Buddhism; events of the life of Buddha would only be superficially considered. The biographical method would be substituted for the historical method, which would interpret the events of the life of the reformer from the standpoint of the development of a new religious movement as a protest against some of the practices of the Brahmanical religion at the time. Again, the educational grade supplies the teacher with the idea about the general experimental background of the pupils on which he has to depend in planning the lesson. But still the above considerations do not necessitate the indication in the lesson-note of the

educational grade of the pupils to whom the lesson would be given (as is the practice at the moment). A teacher can never forget the class to which he is going to deliver the lesson. It may be enough if the educational grade is indicated only once for all the lesson for a grade.

Statement of the Average Age of the Pupils :

It is also customary to indicate the average age of the pupils in the lesson-note. The justification for the practice is that it is not enough for the teacher to consider only the educational standard of the pupils, but it is also necessary to know the stage of psychological growth and development reached by them. Every stage in the psychological growth and development of the pupils has its own intellectual and emotional characteristics and if the spontaneous interest and attention of the pupils are desired in the lesson, these characteristics are to be taken into consideration, while planning the lesson. The difference between the educational standard achieved and the psychological stage of growth and development reached should be clearly distinguished ; one is acquired while the other is innate ; one concerns itself with existing knowledge, while the other indicates intellectual and emotional potentialities. Imagine, for example, that a teacher has begun a project on a shop-game for a lesson in Arithmetic : He should remember that the project can be successful only with pupils who are in their later childhood and are therefore fond of make-believes ; the project

whole term; lesson no. is an indication to him whether he is being able to proceed according to plans. Lesson no. may also serve as reference in locating the lesson in the lesson-plan for the term. But usually a teacher does not make any such long-term plans; therefore lesson no. is of little significance to the teacher. To write English, Arithmetic etc., against the head "subject" also seems to be purposeless because the teacher must be conscious of the subject in which he is giving the lesson.

Lesson Unit Must Be Carefully Formed :

But it is essential to indicate the "topic" in the lesson-note. The units of lessons may not go according to the heads in text-books. There is a lot of scope for the teacher to exercise his ingenuity in delimiting proper units for lessons. Even though the subject matter be the same, different teachers may conceive lesson-units differently. Take for example, a lesson on Akbar : A teacher may divide it into the following lesson-units : (a) Life and reign of Akbar till the end of petticoat govt. (b) Later life and reign of Akbar (c) Akbar, the Great—a critical appreciation. More or less, the same subject matter may be discussed by another teacher through different lesson-units : (a) Life and conquests of Akbar (b) Akbar as a ruler (c) Akbar as a religious reformer. The same subject matter may yield to the formation of still different lesson-units in the hands of a third teacher. Formation of lesson-units depends much upon the outlook of the teacher ; it

indicates the perspective in which he views the lesson. The success of the lesson and the insight of the pupils into it depend to a great extent upon the proper conception of the lesson-unit by the teacher. Hence it is essential that the teacher should devote serious thoughts to framing proper lesson-units.

Forming of Lesson-Units :

The following principles may be kept in mind in framing lesson-units : (i) A lesson-unit should be timed to the period—it should neither be too long nor too short for the time available. When a lesson-unit is too long, it has to be left incomplete ; unless all the steps in the lesson (from preparation to application) are properly passed through the lesson cannot be effective. On the other hand, short lesson-units result in the uneconomic use of the time available ; moreover, when the lesson is finished before time, the neighbouring classes are likely to be disturbed by the noise of the class whose lesson has been finished before time. (ii) Though a lesson-unit may be formed by splitting a topic, it must be complete in itself : Every subject matter is logically arranged and as such it has its logical sub-divisions. While framing lesson-units out of a topic, one should be conscious not to cut across any of its logical sub-divisions : When needed, a single logical subdivision may form more than one lesson-unit but a lesson-unit should never be framed covering one or more of the logical subdivisions and a portion of another. (iii) The principle or the logic followed in subdividing a

“Lesson Type” as Another Head :

Certain subjects, such as the languages, demand the indication of Lesson Types in the lesson-note. The following are some of the type into which language-lessons may be divided: (a) Reading, (b) Appreciation, (c) Composition, (d) Grammar and Composition, (e) Dictation. The aim, the method and the interpretation of a lesson differ according to the difference in its type. For example, in a reading lesson, silent reading is considered more important than loud reading, while in an appreciation lesson loud reading is emphasised over silent reading. Again, in a reading lesson, the emphasis is upon comprehension, which is helped by asking leading questions. In an appreciation lesson, on the other hand, the emphasis is upon emotional appraisal, which may be helped by proper illustrations, recitation, dramatisation and other methods for developing the necessary atmosphere for appreciation. It may be noted that a lesson may be of mixed type. For example, a prose piece in the English text from Gandhiji's autobiography is, though essentially, a “reading lesson”, has elements of appreciation (the ethical principles, which are the main burden of the writing). Such lessons may be both “reading and appreciation”. Lessons may be divided into types in certain other subjects as well. For example, in History, the lesson-types may be Story, Biography, and History, indicating the principles according to

which facts are selected and the manner in which they should be presented.

Previous Knowledge Need Not Be Stated :

It seems to be customary to make statements of the "Previous Knowledge" of the pupils in the lesson-note and to provide an independent head for it. There is no doubt that the consideration of the previous knowledge of the pupils is essential in planning lessons. There cannot be any learning so long the subject matter presented is not brought within the limits of the experience of the pupils. For example, it is very difficult to help the pupils in the appreciation of the beauty and the magnanimity of the sea described in a poem, unless they have seen the sea themselves. Again, every subject has certain logical arrangement of its subject matter—it has a sequence of its own. In learning the subject, the pupils have to be taken through its sequence; unless the previous steps are mastered, the attempt to introduce pupils to the succeeding ones would result in fruitless labour. For example, the teacher cannot help the pupils to learn multiplication, before they have learnt addition. In fact, at every step during the lesson, the teacher has to take into account the background of the pupils (their previous knowledge). Even then the statement of previous knowledge of pupils in a lesson-note appears to be mechanical. The general educational standard of the pupils and their experiential background in general, are known from the class in which

they read, the age group to which they belong and the society in which they live. They do not need any formal statement. For example, the fact that the pupils know how to read and write fairly well need not be stated in a language lesson-note for class VII. Again when the lesson is on Akbar, it may be taken for granted that the pupils know of Babar and Humayun and this need not be stated in the lesson-note. The general knowledge and the experiential background of the pupils should be constantly in the mind of the teacher, whereas their specific knowledge and specific experiential background in detail are not likely to be known in advance. Both the syllabus and the textbook are logically arranged; so long the teacher is following them, he need not specially concern himself with the previous knowledge of the pupils. Only when any special background is needed in the lesson, and it has to be frequently utilised in presenting the lesson, the teacher may concern himself with the previous knowledge of the pupils. For example, in a reading lesson on the "Zoo" a previous visit by the pupils to a Zoo is very significant and should have to be frequently utilised in presenting the lesson. In fact, the success of the lesson, to a great extent, depends upon the previous visit of the pupils to a Zoo. As such, the teacher may state this significant fact in his lesson-note. Hence, we conclude that save in special cases, the "previous knowledge" of the pupils needs no statement in lesson-notes.

CHAPTER III

"AIM" IN LESSON NOTES

Importance of Aim:

A very important consideration for the lesson is its aim. In most cases teachers are not conscious of the aim to be pursued in presenting the lesson. Often their activities defeat the true aim for the lesson. For example, over-burdening a poem, a lesson for appreciation, with explanations, word meanings and subtle grammar, may contribute to the development of hatred towards reading poetry in general and the poem in particular (far from leading to the appreciation of the poem). Teachers deliver lessons mechanically, recollections of their own student-days and the demands of the examination being the only criteria in the matter. It may categorically be stated that a lesson must not be given without proper comprehension of its aim. The aim is the pivot round which the whole lesson should turn—every step taken in the lesson should be integrated to its aim. The importance of the aim in a lesson cannot be overestimated. It influences the conception of the lesson-unit, the selection of subject-matter for presentation, and the manner of presentation. All the three steps in a lesson—"preparation", "presentation", and "recapitulation" differ with the difference in the aim accepted for the lesson. The evalua-

tion of success or failure in a lesson can only be made in reference to its aim.

Examples: (I) Conception of the lesson-unit being influenced by aim: When the aim of a lesson on Asoka is to help the pupils to develop interest in Asoka in general and to help them to gain some knowledge about the significant events of his reign, a single lesson-unit on Asoka may be considered enough and the lesson may partly be appreciatory and partly factual. (II) Selection of the subject-matter being influenced by aim: With the above aim, certain events concerning the private life of Asoka (such as his food habits, dress etc), loaded with emotional potentialities may be included in the lesson for the appreciation of his character and for the development of the interest of pupils in him. (III) Manner of presentation being influenced by aim: With the above aim, the biographical method *i.e.* grouping significant events round the life story of a single individual may be followed in the presentation of facts. But when the aim is to help the pupils to gain insight into Asoka's contribution to the development of "Greater India" or to "India's cultural conquest of its neighbours" the conception of the lesson unit, the selection of the subject matter and the manner of presentation would differ: (I) Conception of the lesson unit: A single lesson cannot be enough. (II) Selection of the subject matter: Cultural conditions of India's neighbours at the time, the principles of Asoka's Dharma and the steps

taken to propagate it with results shall have to be dealt with in detail. (III) Manner of presentation: The historical method i.e. emphasising causal relationships between events, should be followed in presenting facts.

Another example may be taken from a language lesson to illustrate how difference in aim affects the different steps in a lesson (preparation, presentation, and recapitulation). Imagine, the teacher has to deliver a lesson on the poem, "Daffodils" to class X. If his aim is to help comprehension, the presentation stage is expected to be mostly occupied with explanations, paraphrasing etc., while the application stage may consist of drill in meaning of difficult words and explanations of difficult passages. In pursuance of the same aim the preparation stage may be utilised in writing the meanings of difficult words on the black-board and making the pupils copy them in their note-books. On the other hand, when the aim is to help the pupils to appreciate the poem, the presentation stage may be spent more profitably in giving repeated loud reading, sometimes by the teacher and more often by the pupils; at the same time, attempts may be made to bring back similar experiences in the memory of the pupils and to concretise the landscape with oral and visual illustrations; formal explanations may occupy a minor part. The application stage may be employed in having more loud readings by pupils and parallel readings by both the teacher and the pupils (both

in English and in mother tongue) ; questions expected to test appreciation and to help pupils in further appreciation may also be asked. The preparation stage may be more fruitful if illustrations are quoted for appreciating the gift of the poet in describing landscapes and if the anticipated difficulties in comprehension are cleared and the interest of the pupils is stimulated in reading and appreciating the landscape described.

Frame of reference for determining aim for a lesson :

As such, careful consideration must be given to the formulation of aims for lessons. The aim for a lesson may be determined in reference to the following : (a) *The general aim accepted for education* : without entering into the controversy which accrues mainly from the difference of emphasis given by educational philosophers to the individual or to the social point of views, the general aim of education may be stated as the development of the innate potentialities of the pupils as members of the society. No aim for a lesson, can be accepted which defeats this general aim. In framing aim for a lesson, teacher should see that directly or indirectly it contributes to the general aim accepted for education. For example, in the lesson on "Daffodils," appreciation of the landscape is expected to develop the appreciatory capacity of the pupils and should result in the development of their personalities ; the development of aesthetic sense should make them better members of society. As such, appreciation of

the landscape may be taken as an aim for the lesson as it contributes to the general aim of education. On the otherhand, rote-learning of explanations from note-books cannot be taken as an aim for the lesson as it cramps the intellectual and aesthetic development of the pupils and as such, defeats the general aim accepted for education.

(b) *The aim for the particular stage of education :*

Our school education is usually divided into two stages, primary and secondary, the latter is again subdivided into Junior and Senior. Each stage of education has aims of its own, in keeping with the general aim of education, and the stage of psychological growth and development reached by the pupils in society. For example, Secondary Education (Senior) may have the following aims (i) To prepare for University Education, (ii) To orient the pupils to a vocation, (iii) To help the pupils to acquire minimum knowledge and skill to live a successful and satisfying life in society in case they pass on to life after the end of their secondary schooling. To go back to our old example of the lesson on the poem, "The Daffodils" appreciation of the landscape may be expected to help the pupils in their study of literature during their college stage, it is also expected to help them in living a more satisfying life by enabling them to appreciate poetry and works of art in their leisure hours. Take another example—a lesson on Enlightened Politics and Broad-based International relationship as practised by Asoka

(class X) : Development of critical and independent thinking round the topic should help the pupils in their college education. Appreciation of broad moral laws for better human relationships should help the pupils to live as better citizens. Again, the understanding of the present state of affairs in international relationship and development of interest in the subject may help the pupils in vocational orientation (Foreign Office employment). It may be noted that every lesson may not aspire after realising all the aims accepted for a particular stage of education.

(c) *The General Aim For Teaching The Subject* : Every subject, included in the school curriculum, has its own purpose for being taught. For example, the purpose of teaching a modern language may be stated to be the development of the power of comprehension and expression (both oral and written) and of appreciation through the language ; the purpose of teaching geometry may be taken to help the pupils to develop insight into deductive reasoning. In determining the aim of a lesson, the aim for teaching the subject to which the lesson belongs should be given adequate importance. For example, if the aim of teaching history is to help the pupils to understand their present environment in reference to its past, one of the aims for the lesson on "Enlightened Politics and Broad-based International Relationship practised by Asoka" should be to help the pupils to gain insight into the principles

behind the present international relationships of our country and to help them to be able to compare and contrast them with the principles followed by Asoka in the same field.

(d) *Specific aim for lesson* : Besides the aim for teaching the subject, every lesson has aims of its own. For example, in the above lesson (quoted as example) one of the aims of the lesson should be to help the pupils to learn the principles followed by Asoka and the steps taken by him to develop international relationships on the basis of "Dharma".

Importance of every principle is not the same in every lesson :

It may be noted that each of the above principles may not directly influence the aim for every lesson. For example, the aims for a Dictation Lesson (helping pupils to develop the capacity for written expression and helping them to improve spelling) have little direct connection with the general aim of education and the aim to be fostered during the particular stage of education (*i.e.* Secondary). The specific aims of the lesson and the aims of teaching the subject concerned usually play a more direct part in determining the aims of a lesson. But it should be emphasised that no aim can be accepted which militates against any one or more of the principles mentioned above.

The aims for lesson determined :

To illustrate the point further, let us try to determine the aim of a "Reading lesson" on a

selection from Mahatmaji's Auto-biography : * The following may be considered as the aims, specific to the lesson : (a) Addition of the new words in the lesson to the vocabulary of the pupils ; (b) Comprehension of the lesson through reading. But the lesson should also be made to cater to the general need for teaching language. As such, the development of the interest of the pupils in reading in general and in Mahatmaji's writings in particular should be added to the aims for the lesson. The general aim of Education (development of personality) may also be fostered in trying to lead the pupils to the ethical appreciation of the lesson read. Again, as one of the aims of Secondary Education is to prepare the pupils for life in society (a vast majority of pupils are not expected to enter the University) the acceptance of ethical appreciation of the lesson as one of its aims acquire added force. Moreover, Secondary School pupils are in their adolescence when they are in special search for philosophies of life. Ethical appreciation should also be helpful to them in the task.

Teachers' freedom in determining aim :

It may be stated that the teacher need not be mechanical in the determination of the aims for a lesson. Two teachers may not exactly agree as to the aims for the same lesson even for the same class, yet both of them may be right in their own ways. The frame of reference out-lined above for the determination of the aim for a lesson may be accepted only

as a general guide—there is scope for enough variation within the frame work to suit the individualities of different teachers, and the peculiarities of pupil-groups and difference in class situations. What should be emphasised is that the teacher should keep the frame work as reference in his mind and should not directly contradict it in determining the aims for a lesson.

Aims of lessons should be precise :

Usually the aims of a lesson are stated in too general terms. The pupil-teachers are not conscious of its relevance to the plans for the lesson—they write an aim for the lesson, because the supervisor insists upon it. So often they commit to memory certain phrases and sentences and utilise them in writing aims for different lessons. For example, addition to the existing vocabularies of pupils is stated as one of the aims of most reading lessons. Such general statement of aim can offer little concrete guidance to the teacher. If the statement of aim is to serve its purpose, it must be precise and definite. In the above example of a reading lesson the teacher should make up his mind as to the exact words which he would like to be added to the vocabulary of the pupils. To take another example, it may not be enough to state "appreciation" as the aim of a poetry lesson. It is much more helpful to be precise about the exact points for appreciation (*e.g.* particular ideas, landscapes, rythm, beauty of words, emotions etc.); it is more or less common

to all the lessons in the subject. For example, the development of the power of deductive reasoning is accepted as the aim of teaching geometry and may be stated as one of the general aims in every geometry lesson. For further illustration—take a history lesson on Asoka : Instead of stating, “to help the pupils to know about Asoka and to appreciate his works” as the aim for the lesson, it will be more helpful to state the aim for the lesson in the following manner : “To help the pupils to get an idea about the career of Asoka, the enlightened administration and the enlightened foreign relations he carried on and his efforts to preach the Law of Piety.” In short, the aim of a lesson should be so stated that it gives concrete guidance to the teacher in selecting the subject matter to be presented in deciding the method to be followed and the activities etc. to be undertaken in presenting the lesson. To add to its definiteness, it is preferable to state each of the several aims of a lesson separately and to number them.

Division of aims into general and specific :

Sometimes, aims for a lesson are divided into two heads ; General and Specific. The “specific aims” directly concern the lesson and are more concrete, while the “general aim” is usually determined in reference to the aim for teaching the subject. For example, “the development of the power of deductive reasoning” is accepted as the aim for teaching geometry ; it may be stated as “general aim” in every

geometry lesson. Again the "development of scientific attitude" may be accepted as a general aim for all science lessons. But this division of the aim of a lesson into two heads does not seem to serve any useful purpose. Statement of the same aim from lesson to lesson become mechanical. Again such aims are so general in nature (*e.g.* development of scientific attitude) that a teacher hardly gets any concrete guidance from them in presenting his lesson. Moreover it is usually possible to incorporate the "general aim" within the specific aims for the lesson (*e.g.* development of the power of deductive reasoning through the theorem concerned or the development of aesthetic appreciation through the poem to be presented). Last of all, the distinction between general aim and specific aim in a lesson does not indicate any difference of emphasis upon one or the other in presenting the lesson—When an aim is accepted it has to be catered to, perseveringly according to the opportunities available in the lesson, irrespective of whether it is a general aim or a specific one. If preferences have to be indicated among the aims accepted, they may be done by numbering the aims in order of importance and not by dividing them into qualitative categories (general and specific).

Pupil-centric statement of Aim :

It is still the tradition to state the aim of a lesson in a manner which often implies a more active role participation on the part of the teacher in the

lesson than it is approved by modern principles in education. A lesson should be pupil-centric rather than teacher-centric. Such statement of aims of lessons as "to impart knowledge to the pupils", "to add the following words to their vocabularies", "to make them appreciate the lesson", "to tell them the important events in the reign of a king" etc., indicates a teacher-centric approach to the lesson. Though the above has only verbal significance, it should be avoided to emphasise the new approach in teaching. It should be hammered that the teacher cannot make the pupil learn anything, nor can he force understanding or appreciation on him. The pupil can only learn, understand and appreciate through his own efforts. The role of the teacher in the class room is only that of a helper. In presenting the lesson the teacher's job is only to try to create an environment which is expected to help the pupils in learning the lesson. As such, the aim should be stated in a language which would indicate the proper role of the pupils in the lesson. For example, instead of stating "imparting knowledge" as the aim for a lesson it is preferable to state "to help the pupils to gain knowledge" as its aim.

CHAPTER IV

"TEACHING AIDS" IN LESSON NOTES

Teaching Aid as a Head in the Lesson Note :

It is necessary to make a separate head in the lesson note for listing the different teaching aids, which may profitably be used in the lesson. Teaching aids are occupying an increasingly important place in modern teaching. It is expected that in the near future, a much larger number of effective teaching aids in every subject would be more easily available to the teacher and he would use them more readily and with greater success. No lesson-note should be planned without giving adequate consideration to the teaching aids which may be helpful in concretising the lesson. But it is not assumed that every lesson yields to the profitable use of teaching aids—there may be lessons in which the benefit derived from the use of teaching aids may be less in proportion to the time spent in preparing them. In spite of this fact a teacher should examine the possibility of the profitable use of teaching aids in every lesson, even though he may reject such possibility after due consideration. If the teacher makes a separate head for "Teaching Aids", he will have to think consciously of the possibility of the use of teaching aids in the case of every lesson. Again, unless the teaching aids are thought of from before it is not possible for

the teacher to procure them in the class. Some of the aids may be selected from the library and some others may have to be prepared by the teacher himself. Even when the teaching aids are at hand, their effective presentation to the class requires forethought and previous preparation. As such, an independent head for "Teaching Aids" is considered desirable in every lesson.

Categories of Teaching Aids :

It is wrong to consider teaching-aids synonymous with visual aids. The term 'teaching aid' should receive a wider interpretation. Every thing material, utilised by the teacher inside the classroom for more effective presentation of the lesson may be termed as teaching-aid. In the wider sense, the text book, the black-board and even the chalk may be included in the list. But as the above have become the invariable equipments of our class-rooms, they need no separate mention. It is hoped that in the course of time a Projector may also acquire a similar status. Under the head, "Teaching Aids", we are only to note those aids which the teacher or the pupils have to acquire or prepare with special efforts and which are not a part of the usual equipments of the class-room. To have some idea of the very different kinds of materials which may be included in the list of teaching aids for a lesson, we may note a few categories of teaching aids : (1) **Models, pictures, charts, diagrams (including maps etc.,)** either prepared or acquired by the teacher or

even sketched or made by him in the class during the lesson, (2) Books, newspapers etc., for parallel reading, (3) Instruments, apparatus, and other materials required by the teacher or the pupils for drawing or preparing anything which has relevance to the lesson, (4) Special equipments necessary for presenting the teaching aids such as the phlanellograph, projector, stereoscope etc.

Principles for Selecting Teaching Aids :

Careful consideration should be given to the selection of teaching aids. It should constantly be remembered that teaching aids are only means to ends and should never be made ends in themselves—the specific purpose for the use of a teaching aid must be always kept uppermost in the mind. The following points may specially be considered in the selection of teaching aids for a lesson : (1) The specific point or points in the lesson which the teaching-aid is expected to illuminate. It is not unusual to find a pupil-teacher in the class with laboriously-prepared aids hung up on the wall, without using some of them even once in the lesson—the reason being that there is little scope for their use in the lesson and that the teacher forgets to use them when minor opportunities for use present themselves. Take for example, the scope for the use of a diagrammatic representation of the plan for the First Battle of Panipat, in a lesson "On the Establishment of the Mughal Emperor". The lesson does not warrant a detailed discussion of the battle-plan and

so the diagrammatic representation of the battle-plan has little use in the lesson. The stimulation of additional interest in the battle is the only purpose which may be served by the presentation of the teaching aid. Moreover, it is difficult for the teacher to afford the time for the proper presentation of the teaching aid. The place of the teaching aid is so minor in the lesson that it is not unusual to find that though the representation of the battle-plan is hanging on the wall, the teacher has forgotten to utilise it. It may therefore be helpful to indicate in the lesson-note how and when the teaching aids selected are expected to be used. (2) A teaching aid should not be wasteful—it should be able to illuminate a fairly large portion of the lesson : The benefits derived from the use of a teaching aid should be in proportion to the time etc., spent in preparing it and it should also be in proportion to the time of the lesson spent in presenting it. But very often these conditions are not fulfilled. Take the example of a reading lesson from the autobiography of Mahatmaji for Class IX, describing certain incidents of his life in South Africa : the picture of an African, and the pictures of jungles and wild animals there, are only of incidental interest to the lesson and may only be utilised during the preparation stage to awaken a very general sort of interest in the lesson ; and that is also possible in a lower grade. The benefits derived from such aids in the lesson are far less in proportion to the time

spent in preparing (or acquiring) them and also far less in proportion to the time of the lesson spent in presenting them. (3) A teaching aid which illustrates most of the lesson or at least its vital points, is of greater value. There are cases in which teaching-aids can even substitute the black-board summary for the lesson. A diagrammatic representation of the Indian administration in a lesson on the topic may be quoted as example. (4) Pupil-teachers think of teaching aids mostly in terms of portraits, whereas portraits can illuminate very little of a lesson—they can only be useful in developing interest in the lesson by awakening interest in the persons in the portraits (in cases when most of the lesson centres round them). Again, portraits usually do not appeal to pupils in higher classes. As such, the selection of teaching-aids should depend upon the educational grades of the pupils and their stages of growth and development. For example, diagrammatic representation of the subject matter will be of lesser value in lower classes than in higher ones. To take another example, the picture of Africans in a geography lesson on Africa, will be less instructive and less appealing in class IX than in class V. Teacher should not introduce a teaching aid without being sure of its usefulness in the lesson. (5) As a general principle, it may be correct to state that a teaching aid which is nearer to reality is better than one which is more remote—a model is better than a picture and a movie-picture is better than a

still one etc. But the principle is not absolute. Attempt may not be made for greater concretisation, where it is not needed. When pupils have fully developed the power of abstract thinking, and when the concepts involved are sufficiently concrete to them, attempts at unnecessary concretisation may make them indifferent and dull rather than interested in the subject-matter. For example, rice is such a familiar concept to a Bengali child that it needs no further concretisation with the introduction of actual rice in any class in a Bengal-school. It may be noted that very often teachers commit the above mistake—they try to concretise with the help of teaching aids, where such concretisation is not needed. In an English composition lesson on the Cow, for the pupils of class VI, the teacher's attempt to present the model of a cow may be considered superfluous.

(6) The best available teaching aid is to be selected; it is immaterial, whether the teacher himself has prepared it or not. It is wrong to suppose that a teaching aid is not of real value, unless it is prepared by the teacher himself : Some times, teachers are found to trace a picture imperfectly, where the original could have been presented with better effect. This mistaken idea may be given up. If the teacher himself has to prepare all the teaching aids he may need in a lesson, it is possible that he may find no alternative but to give up the whole task as completely hopeless. When an effective teaching aid is available from other sources, the teacher need not

try to prepare it. Very often, it is enough for the teacher to procure the necessary aids, and to present them effectively at a suitable stage. The teacher may try to prepare teaching aids (with what ever help he may secure), when they are not available from other sources. (7) The manner of presenting the aid should be thought of at the time of its selection. Unless a teaching-aid is properly presented, it does not have the expected effect. For example, small pictures, (from books or collected) shown from a distance to the class cannot be impressive. Again, pictures which make up a whole story (*e.g.* life of Buddha) cannot be fully effective unless they are on view together for some time. The place for the display of teaching-aids sometimes creates difficulty to the teacher. It is not unusual to find pupil-teachers, covering the whole wall behind them with different teaching aids. It may be noted that a teaching-aid should be placed at such place that it may clearly be seen by all the pupils in the class—the ideal place for it being somewhere near the black-board. Again when all the teaching-aids are exposed together, they lose their effect to a great extent; to captivate the attention of the pupils, the teaching aids should be presented one after the other according to the demands of the lesson. This may have a dramatic effect as well. When a teaching aid has served its purpose, it may be withdrawn. If too many teaching aids remain before the eyes of the pupils at the same time, they may distract their attention. As a rough

guide, it may be said that at a time, not more than two teaching-aids should remain exposed before the class. Card-boards, on easels, may be utilised for the purpose of presenting teaching-aids to the class. Small pictures are best presented in phlanellographs (a blanket may be used as a substitute). It seems that a black-board, two card-boards on easels and a blanket may solve the problem of presenting teaching-aids to the class. (8) A teaching-aid should not be over-crowded. When there is too much in a teaching-aid, it defeats its own purpose. The purpose of a teaching-aid is to concretise a lesson it can only be done when attention is focussed on a few points at a time. Crowded teaching-aids become too complicated to admit of easy comprehension. The points to be illustrated with a teaching-aid should be broad and a few. (9) A teaching-aid should have a certain aesthetic standard. A clumsy teaching-aid repels rather than invites attention. Moreover, it is likely to develop unaesthetic standards among pupils which contradicts the general aim of education. Hence a teacher should try to secure the best available teaching-aid, even though it may not be prepared by him. This is more relevant in the case of appreciation lessons in literature. For example if a landscape described, or an emotion evoked in a poem is to be visualised through pictures, the pictures must be of the highest standard. Otherwise, they are likely to defeat the purpose. (10) In conclusion, a word may be said about the practice of embellishing

the lesson-notes with visual-aids. Such embellishments, though very time-consuming, are of no value to the teacher in the lesson—they cannot be presented to the class. Very often, they become irksome to the teacher. Sometimes teachers even take help from professional artists to embellish their lesson-notes: No doubt, the lesson-notes should be prepared according to aesthetic standards—this is helpful in developing aesthetic sense among teachers, but pictorial embellishments and aesthetic standards of lesson-notes may not be taken as synonymous. It is considered undesirable to lay too much stress upon the embellishments of lesson-notes. When pictures etc. are prepared for the embellishments of lesson-notes, they may not be fixed on them, but may be placed with the help of edges as is done in the case of picture or photograph albums. In such cases they may be taken away from the lesson-note (when needed) and presented to the class through phlanellograph and other methods.

CHAPTER—V

PREPARATION FOR THE LESSON:

Preparation :

The class room work of the teacher begins with the Preparation stage. Though the importance of “preparation” may not be the same in every lesson, and though the length and procedure in “preparation” may also differ from lesson to lesson, it may be asserted that no lesson is likely to be a success without proper preparation for it.

Objective for Preparation :

As has already been noted, Herbart maintained that learning was the assimilation of new knowledge to existing knowledge—As such the first step in a lesson was to give a shake to the “appreceptive mass” of the learner (preparation). Though there have been modifications of Herbart’s theory of learning, his practice of beginning the lesson with relevant existing experience of the learner still holds good. It is correct to maintain that learning is the assimilation of an experience to the existing personality-pattern of the learner—the process of learning is not different from that of growth and development of the personality. Again, a personality grows and develops in a cyclic process through stimulation of its needs and modifications secured in

the course of their satisfaction. As such, in learning, the subject matter or the new experience has to be connected with one or more of the existing needs of the learner. In fact, the learner must have felt a need to assimilate the new experience to his personality. Hence, the personality of the learner with its relevant needs should be the starting point for every lesson. The establishment of proper connection between the subject matter to be learnt and the relevant needs of the learner's personality is the objective for the preparation stage. This may be realised through one or more of the following :

1. To Place the Lesson in its Proper Sequence :

Placing the lesson in its proper sequence: Every subject has its own logical arrangement of knowledge-units. Unless the knowledge-units are placed in their logical order or proper sequence, the learner cannot gain proper perspective of them.

A few examples are given for illustration :

(a) A lesson on the "Consolidation of Mughal Empire by Akbar" The topic has a place of its own in Indian history in general and, in the expansion of the Mughal Empire, in particular. Unless the lesson is introduced in its proper sequence, its presentation cannot be effective. Hence, to place the topic in its proper sequence, the preparation stage may contain reference to the other empires previously established in India (*e.g.* the Maurya, Kushana, Gupta, Slave, Khilji, Tughlugh and Lodi) and it should develop the contributions of Babar and

Humayun to the establishment of the Mughal Empire.

(b) A poem on "Morning", aspiring to describe its beauty: In its logical order, the poem is to be placed under, "appreciation of Nature's beauty in different hours of the day through description in language". As such a discussion on the beauty of the day at dawn, noon, evening etc. may place the lesson in its proper perspective sequence to the topic.

(c) A lesson on the "Vegetation of the Gangetic plain: To place the lesson in its proper sequence, the relation between climate and vegetation, in general, may be developed; the climate of India, in general, and the Gangetic plain, in particular, may also be discussed.

2. Place of the Life and Personality of the Author in Preparation :

The sequence in certain lessons, particularly in literature is involved in the life of the author:— Events and emotions which have significance to the personal life of the author may be referred to in his writings (*e.g.* "On his Blindness" by Milton). In such cases the links of the lesson with the life and personality of the author have to be established in the preparation stage.

3. To Place the Lesson in its Psychological Relationship:

Placing the lesson in proper relation to the learner: The psychological aspect of the presentation to the lesson is of no less importance than its logical aspect. The lesson should not only be placed

in its proper logical sequence, but it should also be presented in proper psychological relationship to the learner. It should be presented as a problem having some relevance to one or more of the needs of the learner—the presentation should be such as to be conducive to motivating the learner to solve the problem which is the crux of the lesson.

As before, a few examples may be given for illustration :

(a) In the lesson on the “Consolidation of the Mughal Empire” referred to above, the strengthening of Indian homogeneity, by establishing better relations among the different linguistic, religious and cultural groups in modern India might be posed as a problem in which the adolescents, who are idealistic in nature should be directly interested:—In such a case, Akbar’s attempt at solution of the same problem will appear meaningful to the pupils.

(b) The lesson on “Morning” may be placed in proper psychological relation to the learners, when their needs for appreciating the beauty of the morning and expressing it in language are stimulated.

(c) In the case of the Geography lesson referred to above, the problem may start with an attempt at understanding the influence of climate on the local vegetation.

4. To develop Proper Background for the Lesson :

When needed, the preparation stage may have to devote itself to the development of proper background in the pupils to receive the lesson. In such

a case even the presentation of certain new knowledge is not out of place in "preparation". Development of proper background may involve helping the pupils to gain certain knowledge and ideas necessary for grappling with the lesson, *e.g.*, (1) In a reading lesson the meaning of difficult words and phrases may be developed in the preparation stage; when the subject matter is difficult, some idea about the contents, without impairing the interest in the lesson may be given (particularly in the case of a foreign language in lower grades); the purpose of all this is to make the reading less disturbed, more meaningful and more effective in the presentation stage.

(II) In an appreciation lesson on a landscape, for example, the beauty of the landscape may be developed in the preparation stage through conversation; if available, the presentation of an aesthetic representation of the landscape may be utilised as well.

(III) In a lesson on Shershah's administration, the present system of Indian administration may be developed as a frame-work for comparison and contrast with Shershas' administrative system.

5. To Develop Interest in the Lesson :

Development of the interest of the pupils in the lesson may be taken as an independent objective for the preparation stage. In fact the pupil-teacher often accepts it as the sole aim for "preparation".

It may be noted that interest is not an independent entity—it depends upon the existing needs of the pupils. The interest of the pupils can be ensured if the lesson can be placed in proper psychological relationship to them—if it can be placed in the form of a problem, which has immediate and pressing reference to their needs. But needs are sometimes latent and potential in the learner, they have to be stimulated for the development of interest in the lesson. The existing interests and sentiments of the pupils may have to be worked out and special environment may have to be created for the purpose. The following examples are given for illustration:

(I) In a lesson—on the U.N ; a discussion of communal riots in this country, gradually leading to the evils of war may succeed in stimulating the needs of the pupils in understanding the problems of world peace and consequently in developing their interests in the activities of the U.N.

(II) In a lesson on birds, the experience of the pupils in their excursion to the zoo, in particular reference to the birds seen there, may be discussed in the preparation stage to connect the lesson with the existing interests of the pupils.

(III) In a lesson on the battles of Tirwari, portions of the ballad on Prithviraj and Sanjukta may be read in the preparation stage, to connect the lesson with the existing interest of the pupils.

Revision of Previous Lesson not to be Attempted :

As pupil-teachers have no clear conception of the purpose of "preparation" many wrong practices have developed among them about it. One of them is to revise the previous lesson in the preparation stage. Sometimes, recapitulation of relevant portions of the previous lesson becomes necessary for placing the present lesson in its proper sequence; for example such questions from the previous lesson may be asked, "Who was Humayun?" "Who did dethrone him?" "How did he regain his empire?" "When did he die?" "What was the extent of the Mughal Empire at the time of his death?" But the revision of the previous lesson, as such, should not be the aim of the preparation stage. A lesson is a unit itself. Every step in it must have a logical connection with all other steps in it—Infiltration of the contents of the previous lesson having no connection with the present one, is sure to disturb the unity of the lesson. When a particular lesson requires greater drill an independent lesson may be given for its revision, instead of trying to revise it during the "preparation" stage for a new lesson. Such an attempt militates against the fundamental principle of modern lesson plans.

Different Objectives for Preparation to be Tabulated :

Besides revising the previous lesson, the teacher sometimes declares "development of the interest of the pupils in the lesson" as the aim for the preparation stage. But they hardly know how to do it. Usually

they ask certain questions regarding the daily life or the immediate environments of the pupils having only remote connection with the lesson; sometimes these questions are too simple for the class. For example in a lesson on "Balanced diet" for a higher grade, it is not unusual to find teachers putting such questions as "Have you seen a cow"? "Do you drink milk"? etc., on the plea of developing the interest of the pupils in the lesson. The teacher should think more seriously of the preparation stage. He might be able to think more systematically and to check himself from going astray in case he puts down his different objectives for the preparation stage, separately, and writes against each, the procedure to be adopted. But in spite of subdivision, the preparation stage should appear as a whole—one subdivision should necessarily and logically lead to the other. The preparation stage as a whole, should ultimately lead to the announcement of the lesson.

Announcement of the Lesson :

Announcement of the lesson is sometimes made as a formal head in the lesson note. It is true that the preparation stage should necessarily lead to the lesson but a formal announcement may not always be needed ; even if it is made, it may not be made mechanically in the same language in every case.

In whatever manner it is done the following purposes for the announcement of a lesson may be borne in mind :—

- (a) To establish the link between the preparation stage and the presentation stage.
- (b) To give the pupils some hint about what they might look for in the lesson, so that their interest and attention may be properly directed.

CHAPTER VI

PRESENTATION OF THE LESSON

Matter and Method in Presentation :

It goes without saying that presentation is the most important stage in the lesson. The value of all other steps in the lesson is to be judged in reference to the extent to which they can make the presentation stage effective. Presentation stage has two aspects—the Matter and the Method aspects. The new knowledge to be presented constitutes the matter aspect, and the methods through which they are to be presented constitute the method aspect. The matter and the method aspects are both equally important in the lesson. A teacher should not be satisfied with only being able to make the pupils learn, but he should also see that they learn according to right methods. Transfer of training is most important in learning—learning is not worth its name unless it has the maximum transfer-value—school education is of no use unless it can stand one in good stead in life. Recent researches have convincingly proved that transfer in learning from one situation to another depends upon the utilisation of the right method at the time of learning. As such, “how learnt” is not less important than “what is learnt”. Use of right method is more important in our schools as they suffer from the use of the worst methods and consequently from very poor transfer in learning.

A Regrettable Practice :

It is usual to divide the matter and the method aspects of the presentation stage into two independent columns in the lessons-note ; but there is no uniformity of practice about the contents of these columns. It is regrettable to note that many teacher-training colleges subscribe to the practice of putting relevant questions in the method column and writing answers to them in the matter column. It has already been noted that the matter column should consist of the subject matter for the lesson (what is to be presented) and the method column should indicate how it is to be presented. No doubt, the questions asked in the method column have relevance to the subject matter of the lesson, but answer to them cannot be considered equivalent to the subject matter ; as such they cannot constitute the matter column in the lesson-note.

Direct questions are not usually enough for the development of the subject-matter of the lesson ; many indirect questions have to be asked for the purpose ; answers to them cannot be included in the matter column. Again, questions are not the only method utilised for the presentation of a subject matter. As such, putting questions alone in the method column is not enough. The following may be taken for the purpose of illustration. Subject matter to be presented—"Invitation of Daulat Khan to Babar for invading India". Questions to be asked—Imagine somebody bears a strong grudge

against another, but he cannot cope with him alone. Under the circumstances what do you expect him to do? (seek the help of some one who also bear a grudge against the same person) The relation between Ibrahim Lodi and Daulat Khan may then be explained and the pupils may again be asked whether they know of anybody who was trying to dethrone Ibrahim Lodi and conquer India (Babar, from previous knowledge). The succeeding question may be "Can you now suggest whose help Daulat Khan might seek against Ibrahim Lodi"? (Babar). It is evident that answers to the above questions cannot constitute the matter column—in fact they do not constitute the knowledge which is sought to be presented. Again, besides questions, narration had to be some times utilised as one of the methods for presentation. It may be noted that recapitulatory direct questions on matter are asked (instead of developmental ones) in the presentation stage by those who follow the above method of writing the matter and the method column in the lesson note. In the above example, the following questions may be asked : Who was Daulat Khan Lodi ? (The Governor of the Punjab). What did he do to gratify his grudge against Ibrahim Lodi (Invited Babar to invade India). Answers to such questions may find place in the matter column, and the practice of writing answers to questions in the method column, in the matter column, may not appear so absurd. But it should be pointed out that there is no scope

for recapitulatory questions in the presentation stage. Recapitulatory questions can be answered only when the pupils know the subject-matter from before; in such a case there is no point in presenting the lesson.

The Matter Column may have Sub-units :

The matter column should contain the subject-matter to be learnt i.e. the lesson itself. For example: in a reading lesson, the lesson in the text book may constitute the matter column and in a history lesson, the historical facts to be presented should find place in the matter column.

Wider Interpretation of Method :

As has already been noted the purpose of the "method column" is to indicate the ways and means for the presentation of the subject-matter. Increasingly greater emphasis is being given to methods for presentation. Methods should never be rigidly or mechanically conceived, two teachers may adopt different methods in presenting the same subject-matter to the same grade and yet they may both be equally successful. It should also be noted that there is not one "method" but hundreds of "methods". A few methods may be more popular and they may have been given technical names (eg. Herbartian Method. Project Method etc.) but a teacher need not confine himself to them alone. He may carve out his own method according to the demands of the situation. Even in following a particular method, he may not rigidly adhere to all its details. In fact,

usually, a teacher has to utilise more than one method in presenting a single lesson. In short, a teacher should be an eclectic in deciding about the methods for presentation. As such, the term 'method', should be given a wider interpretation in the lesson-note. Every step taken for presenting a subject matter, whether it is narration, dramatisation, questioning, or any other activity on the part of the pupils or the teacher should be included in the method column.

Regrettable Conception of Method :

Unfortunately, our pupil-teachers form a very narrow concept of the term "method". Somehow or other, they develop the idea that questioning of any kind, relevant or irrelevant, direct or round-about is the Method to be followed. They do not even realise the true purpose of the questions which they ask. Questioning very often becomes an end, rather than remaining means to an end. Worse still, they have no knowledge of the different kinds of questions which may be asked to meet different situations and to realise different objectives. Most of the questions asked by pupil-teachers are of recapitulatory type. Such questions can only be answered when the pupils have previous knowledge of the subject matter on which the questions are asked. Examples (a) Asking pupils meaning of difficult words or explanations of difficult passages in language lessons. (b) Asking such questions as "what is a volcano" in a geography lesson or "who was Babar" in a history

lesson. As has already been noted, asking recapitulatory questions in the presentation stage contradicts the logic of lesson plans. In fact, such questions cannot be answered in the presentation stage, as the pupils are not expected to know in advance the subject matter to be presented. What is actually done is this—the teacher narrates the lesson and puts recapitulatory questions at the end of narration. But this is an apology for the “conversational method”. This is not in reality, a paedocentric-method; it is only a variation of the teacher-centric method. Such lessons consist mostly of narration and questions only provide drill to the pupils. No opportunities are provided to the pupils for discovering the knowledge through their own efforts—there is no attempt to pass from the known to the unknown. As such, this method cannot be considered different from the Lecture method in which it is presumed that knowledge flows from the mouth of the teacher to the pupils through their ears. As this method is the denial of what may be called “modern education” pupil-teachers following the method deserve blame rather than praise. Perpetuation of this faulty method among pupil-teachers is a sad reflection on our teacher-training colleges.

Development of the Lesson :

The fundamental principle to be borne in mind about method in a conversational lesson is that the

lesson is not to be told but is to be developed in co-operation with the pupils. Developmental questions rather than recapitulatory ones are to be utilised for the purpose. Developmental questions present problems before the pupils, which they can answer by reconstructing their existing experience ; and the answers to them lead them to the new knowledge desired to be presented. Examples of a few developmental questions in presenting a historical fact has already been given. A few more examples may be given for illustration : (1) To develop the meaning of the phrase "spell-bound" : Some of the pupils have seen the sea. The teacher asks one to describe his mood and feelings when he stood before the sea for the first time. The teacher then tells the pupils that the pupil, being before the sea for the first time, may be said to have stood "spell-bound". After that the pupils should be able to give the meaning of the phrase themselves with help from the teacher. The teacher may give more examples when needed. (2) To develop the relation between rain and the paddy-growing area in India : The pupils may be asked to point out the paddy-growing areas in the map, especially prepared for the purpose (it may be done with the help of previous knowledge or with the help of directions given in the map). They may then be asked to tell about the extent of rainfall in some of the areas (to be answered with the help of previous knowledge). The pupils should then tell about the rainfall of one or two non-paddy growing areas (*e.g.*

Rajputana). After that, the pupils should be able to find out the relation between rainfall and the paddy-growing areas.

Method Column to Contain more than Mere Questions :

A perusal of the above should convince one that questioning is not the only method necessary for the development of a lesson. The teacher has sometimes to narrate, sometimes to present knowledge with the help of illustrations (*e.g.* maps etc.) and sometimes he has to put questions to pupils. The pupils help in the development of the lesson not only with answers to questions but also with activities of various kinds. All the activities on the part of the teacher as well as of the pupils in the development of the lesson should be indicated in the method column. It has already been stated that even in delivering a "conversational lesson", the teacher has often to have recourse to other methods (*e.g.* Project, dramatisation etc.) for making the lesson more effective. All this should also be indicated in the method column. It is best, if the methods for presenting every sub-unit are given against each.

Method Column to be Brief and Broadly Indicative :

The method column necessarily becomes much more lengthy than the matter column ; but the teacher cannot afford to make it too lengthy. Hence only indications of the methods can be made. The teacher has not to put all the questions which he

intends to ask for the development of the lesson ; only a few samples may be shown.

Again, it is often found that however familiar the teacher may be with the class, he has to vary the details of his "method" in the light of the reaction of the class to it—Many of the questions intended to be asked might appear superfluous ; and necessity might arise for asking new questions. Hence though the teacher should be very clear about the broad framework of "method" for presenting every sub-unit in the lesson, he need not work it out in very great details in advance.

CHAPTER VII

RECAPITULATION AND APPLICATION IN THE LESSON & A FEW HINTS FOR LESSON DELIVERY:

Place of Recapitulation :

The last stages in the lesson are Recapitulation and Application. The objective in these stages is to help the pupils to assimilate the lesson by recapitulating it and by applying the knowledge gained in it to new situations. The practice to which most of us still subscribe unconsciously (because of the long tradition behind it) leaves no room for recapitulation in a lesson—A lesson is believed to be complete with its presentation ; the pupils are expected to learn it at home ; the teacher may test their mastery over the lesson in the next period for the subject before passing on to a new lesson. Most of the teachers finish their duty by announcing or at best by narrating the lesson in the class. The class is not considered the place for learning the lesson. Failure to learn the lesson is attributed to neglect of studies at home. Even to help the pupils to learn the lesson seems to be the business of the parents, private tutors or note-books. But modern education has a radically different approach in the matter. It believes that class is the real place for learning the lesson. The pupils may study the lesson or read other relevant materials at home for greater mastery over it or for getting additional information, but learning the

lesson, at least in its outline, is to be done in the class. The teacher is not only the announcer of the lesson and the examiner of the knowledge gained by the pupils, but he is essentially their guide in learning the lesson. Hence, a lesson without recapitulation and application, is an incomplete one. The principal purpose of this stage is to make the presentation more effective. The recapitulation stage also helps the teacher to know the extent to which the pupils have learnt the lesson—it is an indication of the success with which the teacher has presented the lesson.

The usual practice, at this stage, is to ask recapitulatory questions on the contents of the lesson ; the questions are mostly memory questions and can be answered by rote-learning.

Examples: 1. Name the conquests of Akbar with dates. 2. Give the meaning of the following words or the explanation of the following passages. 3. What is a volcano ? Such questions are useful as they help revise the lesson and provide drill for the pupils. The comparatively backward pupils are helped by the answer of the brighter ones ; responses to the questions also enable the brighter pupils to have better grounding in the lesson. It is desirable that the teacher should begin with easier questions requiring shorter answers and should gradually pass on to more difficult questions requiring more elaborate answers. All the questions taken together should cover the whole lesson. It should be borne in

mind that the purpose of recapitulatory questions is not so much to examine pupils' knowledge as to provide drill to make the knowledge more thorough.

Sectional Recapitulation :

In factual lessons requiring greater drill, as in history and such other subjects, there is a practice of making "sectional recapitulation". At the end of presenting every sub-unit recapitulatory questions may be asked on the subject-matter presented. This does not do away with the necessity of recapitulating the whole lesson together at the end of the presentation stage. If sectional recapitulation is made during the presentation stage, questions asked in the recapitulation stage may be more general in nature.

Place of Application :

But the purpose for this stage is much wider than merely revising the lesson—this stage is meant for enabling the pupils to secure the maximum transfer in the lesson learnt. This can be done when the pupils are given opportunities to apply the new knowledge to solving new but allied problems. The "extras" in geometry may be cited as very good examples on the point. The application stage contains questions which cannot be answered by rote-learning—an insight into the lesson is required for the purpose. The stage taxes the ingenuity of the teacher to a great extent—newer and newer situations in which the new learning can be applied, have to be thought of.

Different Ways for Application :

Application can be done in various ways. A few examples are given below :

- (a) Through question : The lesson is on Asoka's Propagation of the Dhamma. A question for the application stage—Imagine, you have been given the task of propagating the principles of "Sarvoday Samaj", what steps taken by Asoka for the propagation of Dhamma, would you utilise for furthering your objective? Give reasons for rejecting the steps which you consider unsuitable to your task.
- (b) Through the activity of pupils : An appreciation lesson may be dramatised ; pupils may compose sentences with difficult words in a reading lesson ; pupils may draw a map with relevant informations in a geography lesson ;
- (c) Through "new-type tests" : The new-type tests are helpful both in the recapitulation and in the application of the lesson. They help revise the lesson but do not do it in the same manner in which it is presented. For example, when in a "matching test", the pupils are asked to match the different dates given with the different events in the reign of Akbar (given), it does not require a verbatim

reproduction of the lesson ; the pupils have to reconstruct their knowledge to be able to answer this question—this ensures greater flexibility in the knowledge acquired.

Application more Important :

As the purposes for the recapitulation and application of a lesson are not the same, it is not unwise to provide independent heads for each in the lesson note. But there may be lessons in which application and recapitulation cannot be separated or both of them may be done together. It does not matter very much what name we give to a lesson-head, so long we are clear in mind about what is expected to be done under the head. It may be noted that application is more important than recapitulation. If the pupils are able to apply the lesson successfully, it may be assumed that they no longer need any recapitulation. But there should be no lesson without application. If the pupils fail in the application stage, it indicates that they have only acquired inert knowledge, which has little significance to them in life. Again, the true worth of knowledge depends upon its transfer value, and application helps secure the maximum transferability for the knowledge acquired.

Home Work as a Head :

Certain circles follow the practice of making "home task" a head in the lesson note. The use of the word "task" indicates a viewpoint which should

be given up. Task is an unpleasant work done under compulsion. In fact, the work assigned by the teacher to the pupils for being done at home appears as a task to them ; it cannot be expected to be done without the promise of reward or the threat of punishment. But modern education does not believe in the carrying of school worries by pupils to their homes. It is expected that they should be free at home and pursue their own interests. Individuality cannot develop under too much restraint. Hence the teacher may only give broad guidance for the work of the pupils at home and that would also be done in accordance with their interests. The pupil should not feel over-restrained and over-burdened by the requirements of the school at home. As such, instead of allotting hometask the teacher may suggest "home work". The nature of the work should be such that it admits of scope for creativity ; it should also be according to the interest of the pupils. Collateral readings may constitute an important aspect of home work. Practical work such as preparation of scrap book, preparation of illustrations (*e.g.* map), writing dialogues for dramatisation etc., may also be included in the province of home work.

Place of Blackboard Summary :

Of all the blackboard work blackboard summary is considered to be most important: "Blackboard summary" is a head in the lesson note. Though the lesson is expected to be learnt in the class, it is necessary for the pupils to have some record of it

with them for future reference. Again a brief outline of the lesson ought to be more precise and concrete to them. Hence the teacher should make the blackboard summary of most lessons. The blackboard summary should be brief, precise, logical; and it should cover the whole lesson. It is difficult for the teacher to develop it off-hand in the class. It is always best to think out the blackboard summary from before and to put it down in the lesson note for reference. The teacher also develops a better grasp of the lesson if he has once written out the blackboard summary for it. So it is wise for the teacher to provide a head for the blackboard summary in the lesson note and to write it carefully. But it may be noted at the same time that every lesson, particularly appreciation lessons may not require a blackboard summary. The factual part in an appreciation lesson is negligible and if the lesson is appreciated, the factual basis for appreciation is automatically remembered. The appreciation of a lesson is often hindered rather than helped by its being paraphrased for the blackboard summary.

(b) The making of blackboard summary should be distinguished from the giving of notes to be learnt by rote. The pupils should never be overfed. As the tendency of spoonfeeding is more or less universal in our schools, our teachers should take a special note of this point. Hence blackboard summary save in very elementary classes should be in the form of an outline—it is only a frame of reference for the

pupils for guidance in their studies. It is not expected that the students should be able to answer examination-questions with its help. Moreover, the teacher can ill-afford the time for making a long blackboard summary. So, though the blackboard summary should cover the whole lesson, it may be made in points and subpoints. If there are proper heads for the points and subpoints, they can become self-evident even without the help of complete sentences. If the matter column is written properly, it may serve the purpose of blackboard summary as well, and there may be no separate indication of it in the lesson-note. A blackboard summary may sometimes be made in diagrams. *e.g.* 1. A diagrammatic representation of the Indian administrative system in a lesson with the same title. 2. A map in a lesson on the "Political condition of India on the eve of Muslim invasion". 3. A picture of a flower with names of its different parts, in a general science lesson on flowers.

A few practical hints for lesson delivery :

The basis for the following discussion is the long experience of the writer as supervisor of practice teaching lessons of pupil teachers : Practices which have been found to lessen the merits of lessons delivered, have been discussed in the light of general principles for lesson delivery and attempts have been made to offer constructive suggestions to rise above them. As the principles of

lesson delivery are universal, it is expected that the discussion will also benefit the inservice teachers.

The lesson is meant for the whole class :

The usual type of lessons we deliver may be termed as "class lessons"—they are meant for the whole class—their success or failure depend upon the teacher's success or failure in carrying the whole class at every step in the lessons. Problems of discipline are inevitable and the effectiveness of lessons are sure to be lessened, when the class as a whole does not go along with a lesson. The following practices prejudice the class-effect of the lesson.

1. *Too much movement by the teacher :* Some teachers develop the habit of moving from one side of the class-room to the other as they deliver the lesson; they may even enter into the file of the pupils and when space is available, may cover the length of the class-room in their roamings. Problems of discipline in the class increase the roamings of the teacher. He may go near to the pupils to make them stop talking or to hear answers to questions which might have been put.

Though the teacher may not stand as a statue in the class, too much movement on his part is not also desirable. In class-teaching, the teacher is the key to all interactions and as such he is at the focus of class-attention. He should occupy a position from where he can have face to face interaction with the whole class without favouring or neglecting any section of it. If he moves to one side of the class-

room, the other side may be thrown out of the class-interaction; it is not also desirable that the class attention should pursue a moving teacher at his back. It is till worse for the teacher to enter into the file of the pupils during class-teaching; in such a situation, the pupils at the back of the teacher are at once excluded from the class situation. As such, it is desirable that the teacher should occupy a central position in the class-room having all the pupils before him; he may go to the blackboard when needed, but after the work is finished, he should return to his usual position. If the teacher feels that he needs to deal with a pupil particularly, the pupil should be called to him, rather than he himself going to the pupil. It may be noted that during class-work, every step taken, be it individual correction or individual discipline, is meant for the whole class. Calling an individual pupil to the teacher keeps the class interest in the problem.

Attention may incidentally be drawn to the point that the success in class teaching depends to a great extent in proper sitting arrangements of the pupils. The pupils should never be seated at the sides or at the back of the teacher. Again they should sit in such an order that they may look as a group—no seat or row of seats should look isolated from the rest. The sitting arrangements should permit of enough mobility for the pupils to proceed to the teacher or to the blackboard, when needed. Over-crowded classes and odd shaped class-rooms make it

difficult for the teacher to have satisfactory sitting arrangements in the class, but he should always try to make the best of a situation.

2. *Inadequate supervision of individual work :* While the teacher may move too much during class-work, he may not move enough during individual work. When a particular work in the lesson is to be individually done by pupils (*e.g.* silent reading, taking down blackboard summary, doing sums etc.) it may be termed as individual work. Individual supervision is needed by the teacher to make individual work effective. The teacher has to attend to individual needs of the pupils during this stage (*e.g.* in case of silent reading some may not have books; in case of doing sums, notebooks, pencil etc. may be wanting by some pupils). Again pupils may need individual help and guidance in doing the task set and may commit mistakes which should be corrected. As such, the teacher has to move a lot during individual work; in fact, he has to go to almost every pupil. His first task during the stage is to attend to individual needs and to set everybody to work. There may be cases of evasion, there may be pupils without who may be stuck up by some problem or other even at the initial stage. The teacher should quickly deal with these cases. After setting all the pupils to work, the teacher may move about giving individual help to pupils where needed; but he cannot afford to spend too long a time on a single pupil. If long explanations and redevelopment of certain

points are needed they should be taken up as "class-work" after the individual work is over. Even during individual work, the teacher should be concerned with the class in general rather than with an individual pupil.

3. *Fighting shy of the class*: There are teachers who fight shy to face the class in a straight manner. While teaching they may take a side view of the class or may fix their looks on one or two of the front benches. In such a case, the teacher cannot be conscious of the reaction of the whole class to the lesson; moreover, those who are excluded from face to face interaction with the teacher, find it difficult to participate in the lesson. Unless the lesson is specially successful in other aspects, most pupils are likely to withdraw from it and create problems of discipline. The teacher should confidently face the class—from his central position, he should look at it in general and should allow each and every pupil to have face to face interaction with him. He should try to be conscious of the reaction of every pupil to the lesson.

Pitfalls in conducting conversational lessons:

We have seen that the usual type of our class lessons is conversational. A conversational lesson develops through conversation between the teacher and the pupils—such lessons take the pattern of questions and answers. Proper questioning is the hurdle which most teachers find difficult to cross.

Defects in the types of questions asked and the manner of putting and answering them often limit the class impact of a lesson.

(1) An average teacher is not adequately trained in delivering a conversational lesson; he is not also sufficiently convinced of its utility. Usually he delivers the lesson in the Lecture method asking questions casually as reliefs and opportunities for pupil—participation. Often such questions are very simple and do not concern the vital issues in the lesson; usually they offer scope for simultaneous answers:

Examples : Lesson: "Tree Leaves" Class V.

Questions: Have you seen leaves? (Yes).

What is the colour of leaves? (Green).

Lesson: Bharat Tirtha by Tagore Class IX.

Subject-matter: India is compared to a place of pilgrimage, because different linguistic, cultural, and racial groups have merged into one and have developed the Indian civilisations.

Questions: Have you seen any place of pilgrimage? (Yes). What is the name of the country we live in? (India).

In both the examples, the first questions are suggestive (calling forth yes or no as answers) and the second are too easy and they have little relevance to the main issues in the lesson. The questions seem to have been asked for their own

sake (because the teacher might have been told to ask questions in between narration); they do not have any real place in the lesson. They do not also change the nature of the lesson from a teacher centric one to a child centric one. Such questions do not offer real opportunities for pupil-participation; they are too easy or too meaningless to kindle the interest of the pupils or to give them a real sense of participation; they may even lessen the sense of seriousness of the pupils in the lesson.

Moreover providing opportunities for simultaneous answers such questions adversely effect the discipline in the class. I know of pupil teachers complaining that they cannot stop simultaneous answers because the class is so clever and interested and yet the supervisor gives an adverse note on the point. They fail to realise that repeated simultaneous responses are the result of defective questioning. Simultaneous answers in the class are not appreciated because of the following:

- (a) They indicate that the questions are not thought provoking and are not being useful to the development of the lesson.
- (b) They offer scope to the more aggressive pupils, throwing the shy and the less aggressive more into the background.
- (c) They appear as noise and make it difficult for the class to get what has been said.

- (d) They do not allow the teacher to distinguish between those who are going with the lesson and those who are not.

But, when the development of general enthusiasm of the pupils in the lesson is aimed at, or when the purpose is only to give the pupils greater confidence in participating in the lesson questions leading to simultaneous answers may sometimes be asked; but they should never become a regular feature of the lesson.

(2) Teachers who have not mastered the technique of questioning fall back upon recapitulatory questions at all stages of the lesson. They narrate a section of the lesson and then put recapitulatory questions on it:

Example :

Lesson: Buddha Class IV.

- Subject matter: Buddha was the son of Suddhādhanā, King of Kapilavastu.

Questions (after narration): Who was Buddha's father? What country did he rule?

It should be noted that answering such questions during the developmental stage does not give the pupils a real sense of participation in the development of the lesson, the lesson has been developed through narration and the questions only test the extent to which the pupils remember the narration. The knowledge gained from such lessons are

theoretical and cannot become a part of the experience of the pupils. Again it may not be possible for students to answer such questions on the new lesson, even though they have heard the narration of the teacher once. It becomes more difficult when the question requires a fairly long answer.

Example : A lesson on "Physical Divisions, climate and vegetation of South Africa". Question asked during the presentation stage, "Describe the physical peculiarities of South Africa. Unless the lesson has been read before or the narration has been very effective with illustrations etc. many of the pupils may fail to remember it and the response and enthusiasm during the questioning stage may not be very great. Only adequate drill may lead to the learning of the lesson by rote.

(3) Very often teachers complain of the dullness and unresponsiveness of the class. But a dull and unresponsive class situation is usually due to defective questioning:

I. When the questions are too difficult for the class, it is sure to be dull and unresponsive.

Examples :

I. Lesson: The Rains by R. T. H. Griffith:
Class VIII.

Lines to be presented "who is this that driveth near Heralded by sounds of fear".

Question : How is the rain heralded ?

Criticism : Even in case the meaning of the word “heralded” has been developed before, the question should prove too difficult for the class and one may be surprised if the class succeeds in answering. The situation is made worse when the teacher goes on coaxing pupils for answer; it is not also much helpful if one or two bright pupils succeeds in answering and the teacher gets along with the lesson, considering it as enough class response. The question should have been broken and made more concrete by reference to the experience of the pupils : What are the indications which tell us that the rains may be coming soon ? (cloudy sky and sounds of thunder ; if the second answer is not forthcoming, the question shall have to be further split). Sounds of what herald or precede the rain ? (thunder).

II. Lesson: The Bengali Language by Atulprasad Sen: Class V.

Subject matter in a Stanza: What magic exists in Bengali songs that the boatman rows the boat, the Vāul (a sect of singing friars) dances and the peasant harvests while singing them!

Question : What magic exists in Bengali songs?

Criticism : The answer for the question cannot be found from the text. Pupils of a higher class might have been able to answer if the question would have been, “Why Bengali songs are imagined to have magical powers”? To suit the class, the questions

may be more concrete and specific. In what language does the boatman sing when he rows? In what language does the Vaul sing when he dances? How do you know that Bengali songs have magical powers?

(4) Often questions appear difficult to the pupils for their abstractness. Example: "Where do birds feel safe"? (expected answer 'at home'). The pupils are not expected to be familiar with the ways of birds, and so the question might appear abstract to them. The question would have been easier to them for answer, if it were put after the question "where do you yourself feel most safe". If even this question fails to evoke the desired response, it might be made more concrete with the help of illustrations. *e.g.* "In a stormy and thundery night where would you feel most safe and comfortable"? In fact, if the teacher knows the technique of making a question easier and easier according to the demands of the situation, he is sure to be able to come down to the level of the pupils to evoke response from them. The principle to be followed in making a question easier is to relate it more and more to the experience of the pupils. (5) Vague questions also make the class dull and unresponsive.

Example :

I. Lesson: Asoka's Law of Piety:
Class VIII.

Question: What was Asoka's Law of Piety?

Criticism : One is not sure, what answer is expected ; should a definition be given or the different laws of piety be enumerated ? The pupils are certainly at a loss, how to answer such questions.

The question would not have appeared as vague and better response from the class could have been expected, if it were only differently worded : "Enumerate the different Laws of Piety which Asoka preached and inscribed in rocks etc.

II. "What do you understand by the Mediterranean climate ?" The question, "Describe the Mediterranean type climate", would have been more concrete and more specific in its direction. III. "What was the condition of Northern India, on the eve of Alexander's invasion ?" The question, "Name or show the Kingdoms in Northern India on the eve of Alexander's invasion" would have been more tangible to the pupils. Before putting the question to the class, the teacher should be sure that it is direct, precise and without ambiguity.

(6) Sometimes teachers put "suggestive questions" to the class. Such questions are of little value in the development of the lesson and at the same time they may create problems of discipline in the class by affording opportunities to pupils for simultaneous answers. Examples : "Is the region of Kalahari desert in South Africa completely without vegetation" ? "Do not you hate untruth" ? Suggestive questions call forth only "yes" or "no" as answers and the answers are implied in the questions themselves.

The teacher may sometimes ask such questions to enliven the class with chorus answers.

Sometimes the teacher makes the mistake of combining two questions into one. *e.g.* "When did Akbar come to the throne and what difficulties confronted him at the time of accession?" Such questions are to be discouraged. A question should contain only one problem and it should have only one answer to it.

It may be helpful to the teacher if he considers the expected answer at the time of putting the question. In the light of the expected answer, the teacher may consider the following: (a) Is the question sufficiently specific so as not to yield more than one answer? (b) Can the question be answered with "yes" or "no"? (c) Is the question adequate enough to elicit the expected answer? (d) Is the question sufficiently concrete to the pupils? The teacher should also abide by the following maxim in regard to the manner of asking questions:

Put question to the whole class, encourage the pupils to raise their hands if they have found the answer; then single out one for answer; the other pupils should remain alert to correct or to improve upon the answer given.

Proper distribution of questions among the pupils is essential for the success of a lesson in the conversational method. But usually teachers do not have any system in putting questions. They select pupils for questioning from among those who have

raised their hands, even if their number be very limited (1 or 2). It is not unlikely to find a teacher asking questions again and again to the same pupil; the pupil may become almost a second teacher. The class effect of a lesson is sure to be prejudiced if the questions are not well distributed. If most pupils who raise their hands, volunteering to answer questions, are not given the opportunity once or twice they get discouraged and may withdraw from the lesson; if questions are not properly distributed among pupils sitting in different parts of the class (front, back, middle, sides etc.) pupils sitting in the sections of the class which are being neglected shall surely feel more remote to the lesson particularly when the size of the class is large. If most pupils do not raise hands, volunteering to answer, the teacher should take it as an indication, that for some reason or other, the class in general, is not going along with the lesson—either it is too difficult or the class is not feeling interested for other reasons. He should not proceed with the lesson so long most of the pupils feel that they can participate in the lesson and that they are willing and interested in participating in it. To secure the best class effect the teacher may keep the following principles in mind while putting questions: (a) After a question has been put, see that most of the pupils raise their hands; encourage the shy and try to draw the backwards; when needed, give appropriate leads to help the pupils to find out the answer, (b) Distribute the questions among the different parts in the class, (c) Also keep individual

pupils in mind and put question to those who specially need to be questioned (may be because of different reasons), (d) Ask such questions which demand small answers, so that greater number of pupils may be given opportunities to answer.

Blackboard Work:

Blackboard work is essential for success in most lessons. The following types of B. B. work may be undertaken: (i) Giving a summary of the lesson to provide pupils with a frame of reference to study the lesson individually.

(ii) Sketching such teaching aids as maps, time lines, diagrams, pictures etc. for concretisation along with the development of the lesson.

(iii) Utilising the B. B. for doing certain casual work relevant to the lesson, such as writing certain words or making certain sketches etc. from time to time according to the demands of the lesson.

The teacher should bear the following in mind while doing B. B. work :

(a) Though blackboard summary is helpful in case of most lessons it may not be so in case of all. It is not always needed in case of appreciation lessons. For example, when a landscape has been described in a poem, a blackboard summary may spoil the appreciation rather than improving it. So teachers should not make a B. B. summary of the lesson when it is not needed.

(b) Though the blackboard summary may be in points and sub-points, it should be self-obvious. It

should be considered that the blackboard summary is for the future use of the pupils, and there may be occasions in which they may refer to it long after the lesson has been delivered. So the blackboard summary should be such as to yield meaning even after the effect of the lesson has been lost. Giving proper heads and subheads makes the summary easily obvious. For example, the names Malwa, Chitor etc. may appear meaningless but they become meaningful, when the head, conquests of Akbar are given to them.

(c) A blackboard summary may not always be in words. There may be cases in which blackboard summaries may be made through maps and diagrams (*e.g.* Political divisions of India, The Government of the Union of India).

(d) As every step in the lesson should be taken in co-operation with the pupils, the blackboard summary should also be developed in co-operation with them. The teacher should never write it on his own. It may be developed either during the presentation or during the recapitulation stage on the basis of answers given by pupils. The language of blackboard summary should also be simple—the language of the pupils may be retained whenever possible. The blackboard summary may be gradually developed, instead of writing the whole of it at a time.

(e) Even while writing the blackboard summary, the teacher cannot neglect the class; he should never turn his back completely against the class and should not leave the class without employment.

Development of the summary in co-operation with the class, its writing by the teacher in the blackboard and by the pupils in their notebooks may be more or less simultaneous and while the teacher writes he may read his writings loudly for the benefit of the class. Writing the whole summary at a time and asking the pupils to copy it afterwards have been found to create problems of discipline.

(f) Casual work should never be mixed up with blackboard summary. It is desirable to have a separate blackboard for casual work; if this is not possible, the blackboard may be divided into two parts, one for casual work and the other for such works which are meant for the pupils to be taken down. When a casual work in the blackboard has served its purpose it may be rubbed out.

(g) It is better if maps, time lines and such other diagrams can be developed in the blackboard along with the development of the lesson, instead of having them from home.

(h) Considering the amount of work expected to be done in the blackboard, it may be said that one blackboard (normal size and type) is not enough. If a better one is not available, the teacher should supplement the class blackboard at least with a roller blackboard.

The teacher should also attend to the proper placing of blackboards and to the arrangements for presenting the teaching aids which he might have thought of utilising in the lesson. It is possible that

for certain lessons, the teacher may require more than one blackboard—one for the running blackboard summary and the other for occasional sketches and other casual purposes. The teacher may have also to present more than one teaching aid before the class at a time. As such the teacher has to face the problem of acquiring 4 materials (2 blackboards and 2 supports for presenting teaching-aids) for blackboard summary and for presenting teaching-aids and of placing them in such position that all the pupils may, without any difficulty, see whatever is presented before them. The difficulties are not insurmountable to a resourceful teacher even in our existing school condition. Two cardboards placed on class-tables against class-walls may solve his difficulties.

Before the lesson starts, the teacher should ascertain whether the pupils have the requisite materials to participate in the lesson fully. Examples: In a reading lesson, many pupils are sometimes without copies of the text book; there are instances of pupils failing to take down the blackboard summary for lack of writing materials. The teacher has to be specially careful, when his lesson requires any special material (*e.g.* an outline map). The teacher should be ingenious enough to grapple with any problem which his enquiry in the field may reveal.

Discipline in the Class :

Discipline among the participants in a lesson is essential for its success. But discipline may not

mean pupils sitting like statues in the class, following mechanically the orders of an autocratic teacher: The modern conception of discipline explains it always in reference to an objective-discipline is the restraint put upon oneself voluntarily for the realisation of a goal. In the class the development of the lesson is the goal to be achieved. As such if the pupils appear to be passive, dull and without interest in the lesson, even though they may not be talking or disturbing the class in any other way, the discipline in the class cannot be taken as ideal. The lesson is an experience on the part of the pupils and they should receive it with least restraints and artificiality: When the lesson is being delivered under natural class situation, when the pupils are participating fully in the lesson and are enjoying it, surely, there will be some talks, some discussions, some movements and some expression of emotions (e.g. laughter) ; they may be taken as signs of spontaneous participation of the pupils in the lesson and may be encouraged so long they do not stand on the way of the development of the lesson; Discipline in a class may be considered as unsatisfactory when the pupils do not restrain themselves according to the demands of the lesson: (e.g. they move or talk when the teacher may be telling something to the whole class or he may have asked them to do some individual work (such as silent reading or doing a sum).

Good discipline is a function of good teaching; when the pupils are full participants in the lesson, there can be no problem of discipline. Discipline will come from the class—it will be spontaneous. If the teachers can motivate the pupils properly and can carry each one of them at every step in the lesson discipline is sure to be maintained without any extra effort. In fact, there is no special steps to be taken for maintaining discipline, save those for good teaching. Still it may be profitable to recount certain special situations which threaten discipline.

(1) When the teacher follows the lecture method :

In a teacher-centric lesson, in the absence of adequate checks, it is very difficult to keep the lesson within the level of the class; at times it may become too difficult or too easy for the class and many of the pupils may be thrown out of the lesson; if a pupil is once thrown outside the lesson, it is very difficult for him to reenter it. 'The teacher proceeds according to his own interest and is not conscious of the reaction of the pupils. Lack of opportunities to participate in the lesson also makes the pupils dull and inattentive. Very often the impact of a lesson in lecture method is limited to a few and the discipline in the class is poor; when discipline is maintained usually it is done through repression and is artificial.

(2) Even a lesson on pupil-centric lines may be too difficult for the class; the teacher may make it

difficult by asking, abstract, difficult and vague questions. He may ignore the indication of (most pupils are not responsive) the lesson not being presented up to the level of the class and may try to carry on with the help of a few pupils. Such a situation is sure to present problems of discipline.

(3) The class is likely to suffer from poor discipline when opportunities for pupil participation are not sufficient and they are not properly distributed. Only active participation can retain the interest of the pupils in the lesson. At every step in the lesson all of them should participate in some form or other. When a question is put every pupil participates in thinking out the answer and when it is being answered by one pupil the others are expected to participate in correcting his mistakes or improving upon his answer. Throughout the lesson every pupil must have the sense of participation in it. Proper distribution of questions is also necessary to secure the above. The better pupils are usually the teacher's favourite in questioning. This frustrates many who may withdraw from the lesson. Not only the questions should be properly distributed but there should be deliberate efforts to bring the shy and the backward inside the influence of the lesson.

(4) Often discipline is found to suffer during individual work. When the teacher asks the pupils to read silently or to do a sum, very often, many of them do not engage themselves in the work seriously and discipline is lost. This may be due to the failure

of the teacher to motivate the pupils sufficiently for the work; again the work may be too difficult for them or they may not have the necessary equipments for it. Examples: As our pupils are not sufficiently accustomed to silent reading, often they do not feel like doing it in the class with a very limited time available, particularly, when no special interest is awakened in them for doing so; again if the pupils do not have writing materials they cannot do the sum set by the teacher. So one of the essentials in maintaining discipline is to attend to pupil's needs. If the teacher is conscious of the reaction of every pupil in the class to the lesson and if he attends to them, there may not be problems of discipline in the class.

5. There may be occasions, when the teacher, being engrossed in certain work of the lesson such as reading, writing in the blackboard, giving pattern reading etc., may temporarily withdraw himself from the class; this may result in bad discipline. At no time and under no circumstances the teacher should stop interaction with the class—the class should always be at the focus of his attention.

6. Discipline cannot be good, when the activities of the class, for some reason or other (*e.g.* talking) cannot get through every pupil or the teacher by wrong actions (*e.g.*, showing back to a section of the class, concentrating upon a particular pupil etc.) throws a section of the class outside the class interaction.

7. In conclusion, it may be emphasised, that discipline is a thing which may not be separately attended to: In case of good teaching, it is spontaneous. At the initial stage, the teacher may attend to it separately; in fact, he should not begin the lesson, before everybody's attention is attracted to it. But once the lesson is begun, it is expected that it will maintain its own discipline; in fact the discipline required in one lesson may be different from that required in another. If for some reason or other, discipline is broken in the midst of the lesson, the teacher may attend to it before he proceeds further. But in general, discipline need not be separately attended to.

CHAPTER VIII

CRITICISM OF TWO LESSON NOTES

A few lesson notes prepared by graduate pupil-teachers for their "final practice-teaching examination" are reproduced and discussed according to the principles laid down in the previous chapters (to enable readers to gain better insight into them).

History

"Class—VII

Nos. of pupils—41

Average age—12

Time—40 minutes

Teacher.

Subject—History :

Scheme of lesson :

1. Alivardi Khan
2. Accession of Sirajuddulla
3. *Battle of Plassey

Schools.

* Is the unit for the lesson?"

Criticism—The scheme of lesson is most defective.

1. A lesson unit should be so framed that it may provide enough matter for a period. In class VII, Alivardi Khan should not be discussed in such details as to form adequate subject-matter for a lesson; to make the accession of Sirajuddulla a lesson-unit is still worse. It seems that the pupil-teacher has no clear conception of what he is driving at under the head, "scheme of lessons".

2. It is expected that in class VII, the teacher should make a historical approach rather than a story or a biographical approach in presenting facts. But

lesson units 1 & 2 indicate a biographical approach; worse still, the teacher is not consistent—when he treats Battle of Plassey as a lesson-unit, he deviates from the biographical approach and makes a historical one.

3. The topic may have been, “Consolidation of British power in Bengal and the lesson-units should have been (1) British relation with Alivardi Khan and Siraj (during early years of the latter’s reign—a definite date might have been given).

(2) Battle of Plassey and the consolidation of British power in Bengal.

“Aim :

To help the pupils to gain knowledge about the battle of Plassey.”

Criticism—1. The aim is too broad: It does not give enough guidance to the teacher in selecting his subject-matter for the presentation stage.

2. It is inadequate: The lesson cannot have much historical value unless realisation of the significance of this battle in the history of India is accepted as an aim. Development of interest in the study of the rise of British power in India might have also been taken as another aim for the lesson.

3. The following might have been taken as the aim for the lesson: To help the pupils to understand (a) the causes of conflict between the British in India and Sirajuddulla, leading to the battle of Plassey, (b) the strategy of the battle of Plassey and

the reasons for the failure of Sirajuddulla in it, (c) the significance of the battle in the growth of British power in India, (d) to help in the development of the interest of the pupils in the growth of British power in India.

*"Aids—*Diagrammatic representation of the battle of Plassey. A map of India."

*Criticism—*The teaching-aids indicated are not enough:

1. There should have been a time-line at least with the following dates. Accession of Siraj ; battle of Calcutta, battle of Plassey, accession of Mirzafar.

2. As the lesson is given in class VII, the portraits of some of the personalities presented through the phannelograph-method might have added to the interest of pupils).

"Preparation :

The following questions shall be asked to make the pupils interested in the lesson through examination of their previous knowledge.

Questions:

1. Who did succeed Alivardi to the throne of Bengal ?
2. Which were the English trading centres during the reign of Sirajuddulla ?
3. What was the prominent event in the reign of Sirajuddulla ?

Announcement: We shall discuss to-day the Battle of Plassey."

Criticism :

1. The questions are most inadequate even to foster the declared aims for "preparation" (to make pupils interested in the lesson and to examine their previous knowledge).

2. The questions have little connection with one another—they are abrupt.

3. Question numbers 2 and 3 are vague; Question no. 2 should have specifically stated whether pupils are expected to give the names of the British trading centres in India or in Bengal. The question should have been "Name (or show in the map) the English trading centres in India (or in Bengal) during the reign of Sirajuddulla". Question no. 3 might yield more than one answer. There was more than one prominent event in the reign of Sirajuddulla; even if the word "most" was added to qualify the word "prominent", it was doubtful whether the teacher would have got the expected answer from the pupils. The question should have been differently worded—"Name the most important English trading centre in Bengal which was attacked and conquered by Sirajuddulla. (Calcutta).

4. The preparation has failed to place the lesson in its proper sequence in reference to the topic; it has not also succeeded in leading to the announcement of the lesson.

5. The preparation for the lesson might have been done in the following lines.

(i) Show in the map the British trading centres in Bengal during Sirajuddulla's reign.

(ii) Show in the time line the period covering the reign of Alivardi Khan.

(iii) What was Alivardi's policy towards British trading in Bengal?

(iv) Show in the time line the date of the accession of Siraj.

(v) What was his policy towards the British?

(vi) Describe Siraj's occupation of Calcutta.

(vii) What move do you apprehend from the the British after their rout in Calcutta.

Announcement—What happened was not only very fateful to Siraj but was also very significant in the history of Bengal and that of India. But for that the history of India would have been different. Let us proceed to the lesson to enlighten ourselves of the fateful events which followed the occupation of Calcutta by Siraj.

“Presentation :

The teacher shall proceed to the lesson by dividing it into causes, events and results.

Causes—remote. After the death of Alivardi, the English and the French began to build forts in their trading centres. Sirajuddulla ordered them to stop the work; the French agreed but the English

did not pay heed. In the meantime, the officers of the company, of both high and low grade, were indiscriminately exploiting the privileges given to the English by the charter of 1717 A.D. After that Krishnadas, the son of Rajbhallav, incurring the wrath of the Nawab, fled to Calcutta and was given protection by the English. Because of the above Siraj occupied the English trading centre at Kasimbazar and attacked Calcutta. Drake and his followers fled to the south of Calcutta. A handful of English soldiers were forced to surrender after the battle (1756 A.D.). When the news of the fall of Calcutta reached Madras, Clive came to Bengal with a strong army. Watson came with a navy and reoccupied Calcutta easily. Siraj concluded a treaty with the English. According to the treaty the English got all their rights back along with their forts. They were also given the right to build new forts. The Nawab gave a lot of money as compensation.

Questions:

1. Why did Siraj invade Calcutta?
2. Who did come to recover Calcutta at the news of its fall?
3. Who won the battle?
4. What privileges did the English acquire according to the treaty?"

Criticism—1. The presentation is a long narration. Even so it is not sufficiently integrated. Causal relations between different statements have not been

sufficiently developed. Hence the narration is bound to appear abstract to the pupils and is not likely to develop their interest. *Example:* Take the first sentence in “presentation”, unless the difference between the policy of Alivardi and that of Siraj towards the British had been made clear, it was difficult to understand why the English began to build forts round their trading centres after the accession of Siraj. Again, unless the point regarding the clique of the Hindu merchants against Siraj is sufficiently developed, the full significance of Siraj’s anger with the English for giving protection to the son of Rajhballav cannot be realised. Many such examples can be adduced. In fact, every line seems to be incoherent, and abrupt.

2. Though there is a provision for the map of India under the head “aids”, there is no reference to it being utilised on relevant occasions.

3. The questions asked are all recapitulatory ones. Moreover, most of the questions require long answers. They are excellent illustrations of the point made before, that even now teachers continue the practice of narration in presenting lessons, only making apologies by asking a few recapitulatory questions at the end of narration.

4. Development of a small portion of the subject matter is shown for illustration.

Subject matter: “After the death of Alivardi, the English and the French began to build forts in

their trading centres. Sirajuddulla ordered them to stop the work; but the English did not care."

Matter :

- A. Causes of friction between the British and Sirajuddulla
1. Quarrel over fortifying British Trading Centres.

Method

Questions on the following lines may be asked.

1. You remember the difference between the policy of Alivardi and that of Siraj in regard to the British power in Bengal, now tell me, what should the British do, when they were sure that their interests were not safe in the hands of Siraj (Try to make Siraj more friendly or should be ready to fight with him).

2. The teacher is to narrate that the British did the latter and began to build forts round their settlements.

3. The pupils should be asked to point out the settlements in the map.

4. When the news reached Siraj that the British were trying to build forts, what do you expect him to do? (to stop them from building forts).

5. Teacher narrates—Siraj exactly did that. He asked the British to stop building forts but they did not listen to him.

5. The presentation was continued in the same fashion—the same type of long narration for each of the subunits followed by 3 or 4 recapitulatory questions.

“Blackboards summary :

Negative attitude of Siraj towards the British—The British disobey the Nawab. Invasion of Kasimbazar and Calcutta by Siraj. Victory of the British and the treaty—Invasion of Chandannagar by the British—Nawab's campaign—Meeting of the two armies at Plassey—Treachery of Mirzafar—Defeat of Sirajuddulla—Enthronement of Mirzafar—Execution of Siraj—Receipt of money and jewellery by the British.”

Criticism :

1. The summary does not include the important aspects of the lesson *e.g.* causes of friction between Siraj and the British; Significance of the British victory etc.

2. In its attempts to be brief, the summary distorts facts *e.g.* “Invasion of Kasimbazar and Calcutta by Siraj—Victory of the British and the treaty”: Siraj did not fail in his invasions at the beginning; the British recovered their losses.

3. At some steps the summary appears to be meaningless *e.g.* “Invasion of Chandannagar by the British—Nawab's campaign”. The relation between the British occupation of Chandannagar and the Nawab's campaign is hardly clear from the summary.

4. If the blackboard summary would have been made under proper heads and subheads, it would have been more self-explanatory and integrated.

5. The summary might have been given in the following form.

A. Causes of friction between the British and Sirajuddulla : 1. Siraj's attitude towards the British power in India. 2. His anger at British abuse of trading privileges. 3. Quarrel over fortifying British trading centres in Bengal. 4. British encouragement to the discontented faction in the State—granting refuge to Rajballav's son. 5. Siraj's occupation of Kashimbazar and Calcutta for retaliation. 6. Recovery of the places by the British—Siraj forced to conclude a disadvantageous treaty. 7. Intrigue of Clive with Mirzafar and other enemies of Siraj.

B. The battle of Plassey :

1. Position, of the two armies in the battle-field.
2. Mirzafar's treachery and the defeat of Siraj.

C. Consequences of the battle :

1. Mirzafar enthroned and Siraj executed.
2. The British became the defacto rulers—foundation of the British Empire in India laid."

"Application :

The following questions would be asked to examinee whether the pupils have gained sound knowledge of the lesson presented.

1. What were the causes of Sirajuddulla's invasion of Calcutta?

2. What were the causes of the battle of Plassey?
3. Give a description of the battle.
4. Describe the results of the battle."

Criticism—1. The same question were asked in a slightly different language during the presentation stage. *e.g.* Question No. 1 was asked during the presentation stage in the following language: "Why did Siraj invade Calcutta"?

2. All the questions were general in nature, requiring long answers—The pupils are not expected to be able to answer them.

3. Description of the battle, according to the lesson plan, seemed to be a side interest—it was not included in the blackboard summary. As such no question might have been asked on it.

4. No question was put for "application" in the true sense of the term.

5. The following questions might have served the purpose of recapitulation better (in the lines of blackboard summary suggested). (a) How did Shiraj's policy towards the British differ from that of his grand-father, Alivardi Khan?

(b) Why was Shiraj angry with the British officers in Bengal?

(c) Why did he ask the British to stop building forts round their trading centres?

(d) How did Siraj punish the British for their defiant actions?

(f) What arrangements were made by Clive with Mirzafar?

(g) Show the position of the contestants in the diagrammatic representation of the battlefield.

(h) How did Mirzafar contribute to the defeat of Siraj in the battle?

(i) How was Mirzafar rewarded for his treachery?

(j) What was the significance of the battle in the history of India?

It may be noted that one question was asked on each of the subunits in the blackboard summary.

6. Application of the lesson might have been done with the help of the following questions.

Do you consider that it would have been better for India, if Siraj had followed the same policy as his grandfather in regard to the British? A short discussion, not going beyond the level of the class might have followed.

“Home work: The pupils will be asked to prepare a diagrammatic representation of the battle.”

Criticism—1. It would have been better, if the preparation of a three dimensional representation of the battle had been taken as a project for the class and if each pupil had been asked to prepare something for the project. 2. Suggestions should have been given for collateral reading, particularly when the lesson was being given to Bengali pupils and

when there was so much of interesting literature on Sirajuddulla in the language.

'English

Date.....	Subject English Poetry :
School.....	Topic "Home they brought her Warrior dead" By Tennyson.
Class.....IX	Scheme :
No. of students—40	(a) The background of the poem—the Emancipation, Act—the Princess.
Average—14	* (b) "Home they brought her warrior dead",
Time.....40 minutes	(c) Parallel lines.
Teacher.....	* Days' lesson."

Criticism—1. In language lessons it is desirable to indicate the "type" of the lesson; the aim for a lesson as well as the method for presenting it differs according to its type.

For example: an appreciation lesson will differ from a reading lesson and a reading lesson will differ from a grammar and composition lesson and so on. The "type" of the present lesson is "Appreciation".

2. In case of a small poem which is a unit in itself, there is no scope for the heading "scheme of lessons". From what the teacher has done under the head, shows that, he has little understanding of the term "scheme of lessons".

"Aim—To read the poem with an eye to pronunciation and into nation, to help the boys to understand the poet's purpose in writing the poem; to appreciate the beauty of the lines."

Criticism—1. The “aim” is not properly worded ; it appears from the language that the first and third objectives stated, are to be realised by the teacher and not by the pupils.

2. Appreciation of the “beauty of the lines” is too vague an aim to be accepted for a lesson. The specific points for appreciation (language, rhythm, ideas, emotions etc.) should have been clearly stated.

3. “To help the pupils to understand the poet’s” purpose in writing the poem might not have been taken as an aim. This is nowhere obvious in the poem, nor does it seem to play any important part in the appreciation of the poem. Though this may be referred to in the lesson, it may not be taken as one of the aims.

4. The following might have been taken as the aims for the lesson. To help the pupils (a) to read the poem with proper pronunciation, into nation and rhythm, (b) to appreciate the depth of the sorrow of the warrior’s widow and to appreciate the depth of feeling of a mother for her child, (c) to appreciate Tennyson’s power of drawing penpicture and to appreciate his view about the place of women in society.

“Aid—None.”

Criticism—Books for parallel readings in the class might have been included in the list of aids.

“*Preparation*—By way of preparing the boys for the day’s lesson, the teacher shall ask them questions of the following type :

(a) Who loves you most in the family? .

(b) What does the mother do with a son who is hated by all?

(c) Do you know what Lord Tennyson was? (a poet—a poet-laureate of England).

(d) When was he born? (1809—d. 1892).

(e) Have you read any poem of Tennyson? (“Brook” for example).

(f) Was he in favour of equality of women with men? (Ref. His opposition to the Women’s Emancipation Act—His “Princess” in which Agatia, the child converted the proud princess to the right view about women in Society—Women have their place in the home).

(The teacher should explain this point to bring home Tennyson’s view regarding the place of Women in Society).

Announcement—We shall read to-day “Home they brought her warrior dead” a poem by Tennyson, understand, what maternal instinct is and appreciate the inherent beauty of the poem.”

Criticism—1. The “preparation” does not appear as connected; question ‘c’ after question ‘a’ and ‘b’ appear to be abrupt.

2. Question ‘a’ is too simple for Class IX. A straight discussion could have been started on mother’s love for her children. Pupils might have been encouraged to tell relevant stories or narrate relevant experiences.

3. There seems to be no relevance of question 'b' to the lesson.

4. Questions on Tennyson are not adequate to develop what is expected.

5. Question 'c' is not properly worded, it also does not admit of the expected answer.

6. Question 'f' is a suggestive one.

7. The preparation might have taken the following lines.

(a) Pointing to the name of Tennyson in the poem, the teacher may ask the dates of birth and death of Tennyson. The teacher may give the dates himself, if needed.

(b) The pupils may be asked to recite a few lines from any other poem of Tennyson they might have read ('The Brook' being another poem in their text book, the pupils are expected to answer). The teacher may read a few lines from the "Princess".

(c) The teacher should state that the home—the love of the wife and that of the mother is the subject matter of the present poem.

(d) Let us now get into the poem.

(e) What do you suppose was the relation of the dead warrior to "her"? (pointing to the title of the poem)

(f) Have you ever witnessed any such scene—anybody after a serious accident or sudden death, being brought to his family (in the case of Calcutta

pupils, reference might be made to the bringing of the dead body of Shayamaprasad Mukherjee to his home from Kashmir)? What did the mother do? What did the wife do (if living)? What did the children do? How did the neighbours present react?

Announcement—Let us now read the poem.

Presentation. The teacher will give a pattern reading and then ask some of the boys to read after him. He shall promptly correct mistakes if any, in pronunciation and intonation.

Reading over, the teacher shall ask the boys to read the poem silently for several minutes, find out the difficult words and expressions with the help of the boys and write them on the B. B. with their simple English renderings. The boys shall note them down."

Criticism—1. As the poem is a small one and as it does not have too many difficult words, pattern reading of the whole of it by the teacher and even readings by one or two good readers in the class, after him may be helpful.

2. But the meanings of difficult words and explanations of difficult ideas may not be taken up together for the lesson as a whole—the lesson needs to be divided into subunits.

3. The pupils should also participate in correction of readings by their class-mates. This will give the pupils a sense of participation and will make them attentive to the reading.

4. Silent reading, in appreciation lessons may not be given before the pupils have been given sufficient loud reading.

5. The "simple English renderings" of "the difficult words and expressions" should also be developed in co-operation with the pupils.

6. Though there is no absolute rule, the following procedure in an appreciation lesson of this type has been found helpful by the author :

(a) One or two pattern readings by the teacher, the pupils following without looking at their books.

(b) Each of the stanzas is taken as a unit for presentation; the teacher reads it, being followed by 2 or 3 pupils (mistakes in reading corrected mostly by pupils).

(c) In each stanza the meaning of difficult words, explanations of difficult ideas, and appreciation of language, ideas, rhythms etc. are developed in co-operation with the pupils.

(d) When felt necessary, meanings of difficult words and phrases may be written on the black-board, to be taken down by the pupils.

(e) Every unit or every stanza in the poem should be dealt with in the above fashion.

(f) The whole poem may then be read aloud by a few pupils for undisturbed appreciation.

(g) This may be followed by silent reading.

(h) The teacher may then pass on to the application stage.

“Anticipated Verbal difficulties :—

They—the friends of the warrior.

Warrior—a distinguished soldier.

Swooned—fainted.

She must—die—when a man weeps, his heart is lightened. Feelings like sorrow when unexpressed, may cause illness and even death.

Noble foe—An enemy is generally cruel. But the dead warrior was forgiving even to his enemies.

Stole—went silently.

Lightly . . . slept—because she did not want to disturb the distressed wife.

A nurse . . . years—The nurse a woman of ripe age and experience. She knew what a woman's love for her son was. The young ladies did not know that.

Like summer . . . tears—In summer a storm often comes without warning and is accompanied by rain. The tears also rolled suddenly and profusely. None expected them.”

Criticism—1. The meanings of the first two words are to be understood in reference to the context, so they need not have been written on the black-board for being taken down by the pupils.

2. The methods for developing the meaning of difficult words and the explanation of difficult ideas are not indicated.

3. Development of the meaning of a difficult word and the explanation of difficult idea are shown below as illustrations.

(a) Noble foe—We may call Shers Shah the foe of Humayun—One who tries to do harm to you is your foe. Now tell me the meaning of the word “foe”. How a foe can be noble? (correct answer is not expected). Was Alexander a friend or foe of Porus? We may call Alexander “a noble foe”. Why?

(b) She must...die. What do people usually do when somebody dear to them dies? How does crying help them? (correct answer is not expected) When you are sad, do you feel that speaking of your grief to others, helps you? The teacher will narrate that crying or expression of an emotion helps its relief. The wife of the warrior did not cry; did it mean that she was not sorry for her husband's death? Why did not she cry then? Have you ever had any such experience—when very intense pain or grief took away from you even the power of crying?

The teacher may explain that under the circumstances described in the poem, there was every chance of the warrior's wife turning mad or falling ill.

“Step II.

The teacher will then ask the boys to read the poem with a purposeful silence for thought-getting. He will then ask them questions of the following type, from the first two stanzas.

(a) Who was brought home and by whom?

(b) What was the reaction of the wife?

(c) What did the maidens say and why?

(d) What did they do then to make her weep?

Step III.

The teacher shall then ask questions of the following type from the last two stanzas.

(a) Why did the maiden walk lightly?

(b) What did she do?

(c) What did the wife do?

(d) How old was the nurse?

(e) What did she do?

(f) Was she successful in her attempt? How?"

Criticism—1. The purpose underlying such questions, at the presentation stage is to help the pupils in understanding and appreciating the lesson. According to the plan of an appreciation lesson laid down before, they may have been utilised, while dealing with the word meanings, explanations etc., of the relevant stanza or stanzas.

2. Sometimes two questions are combined into one; they should have been separated *e.g.* step II. q. (a), (c).

3. Purpose of the questions seemed to be comprehension alone and not appreciation. The teacher may have tried in the following manner to help the pupils to appreciate the feelings of the wife: When the dead body of the warrior was brought home, the teacher should describe the scene with all its pathos and then may ask the following questions:—Under the circumstances what behaviour do you expect from the wife? What did the wife actually do? As she did not cry, should we think that her grief was not very great? Have you ever experienced such

intense grief which took away from you even the power of crying?

“Step. IV.

Substance : The friends of the distinguished soldier brought his dead body to his wife. The suddenness of the calamity overwhelmed her and she became stunned. The maidens tried to rouse her feelings by praising her husband. A maiden uncovered the husband's face. But to all these she did not respond. At last a ripe old nurse of ninety years, who knew the value of maternal instinct, placed the child on the lap of the wife and succeeded. The wife found a purpose in her son and wept.”

Criticism—1. As has already been discussed, substance need not occupy an important place in an appreciation lesson. In appreciation the manner of expression is more important than the subject matter (which is often insignificant). If the poem is appreciated the subject matter cannot be missed. The author does not consider the development of substance as a necessity in such lessons.

2. But even if the substance is developed, it should be developed along with the presentation of the lesson and should not be taken up as an independent step in the lesson.

“Application—To test the comprehension of the boys the teacher will ask questions of the following type.

(a) Why did the wife remain silent at first and weep afterwards?

(b) Do you think that the comparison of her tears to summer tempest is happy? give reasons.

(c) Why did Tennyson write the poem?

(d) In which bigger poem does it occur?

(e) Can you quote parallel lines to prove mother's love for her child."

Criticism—1. The appreciation of the poem has two important aspects, (a) the pathos in the situation, (b) the love of the mother for the child. The questions asked deal with the latter. The following questions may be asked to deal with the former—Imagine the feeling of the wife when the dead body of the warrior was brought to her and describe them in your own words.

2. Question nos. (c) and (d) do not seem to further the appreciation of the poem and hence may be dropped).

"Home Work—Explanation of :—Rose a nurse
.....thee."

Criticism—1. Pupils should be encouraged to go through the suggested parallel readings at home. They might also be given some creative work in reference to the poem e.g. Describe in your own words any scene of bereavement which you might have witnessed or Develop in your own words the pathos of the scene when the warrior's corpse was brought home.

2. The writing of explanation for home-work may appear irksome. It is also likely that the pupils will copy the explanation from note books.

CHAPTER IX

LESSONS IN HISTORY

Traditional Method for History Teaching :

History is admitted to be one of the worst taught subjects in our schools. It seems that our “training-college-methods” have not succeeded in improving upon the traditional method to any appreciable extent. The nature of the contents of history is such that it does not seem to yield to modern methods, in which the learner should discover the knowledge through his own efforts. History is essentially a study of facts or events which happened in the past. The teacher seems to find no other method for acquainting the learner with facts or events in history than narration ; From the pupil’s point of view, learning history is considered to be essentially a work of memory ; rote learning is believed to be the most effective method for mastering the contents of the subject. Hence the traditional method of teaching history consists in dictating notes or underlining relevant lines in the text book, to be committed to memory by pupils at home. The availability of note-books of different kinds has simplified the task of the teacher. He may now limit his activities to (a) the setting of the lesson, (b) drawing the attention of the pupils to important questions and (c) examining the extent of the learning of pupils. At the time

of setting the lesson he may indulge in its narration as far as it pleases him. The value of such work in the class can be judged from the reaction of the pupils—they do not seem to attach much value to the work done in the history class and seem to be happy to escape from it. The headteacher and the guardians as well do not seem to set much store by the work of the history-teacher. The idea has gained ground that history needs little teaching.

Training College Methods :

It has already been noted that pupil-teachers, who have to follow “methods” under compulsion find no alternative for history lessons, but narration in stages, offering an apology for “method” by asking a few recapitulatory questions at the end of each stage. For fixing the contents in the minds of the pupils sufficient drill is provided through recapitulatory questions both at the presentation and application stage. For extra drill, provision is sometimes made for “sectional recapitulation”. The blackboard-summary takes the place of dictation of notes. This method cannot be considered fundamentally different from the traditional method. As such, in spite of the efforts of our teacher’s training colleges, history-teaching in our schools has shown little improvement.

Modern Methods can be Utilised for History Teaching :

There is nothing inherent in the contents of history which makes it difficult to be presented

according to the latest discovered laws of learning. Significant facts and events in our life need not be remembered with special efforts, for they become part and parcel of our personal experiences. Human experiences in whatever field and at whatever age (the contents of history) should not be too difficult to be related to the facts and events in the life of the pupils ; in such a case, historical facts and events would appear significant to them and would be easily assimilated ; there should be no necessity for drill and rote learning. Usually history deals with social, economic, religious, cultural and political experiences of mankind. Save the last, the others should be within the day-to-day experience of a pupil, though distance in time and difference in race and country may make them seemingly different, necessitating some interpretation. It should not also be difficult to relate political history to the experience of the pupils though such relation may be somewhat indirect. So the principal problem of history-teaching is to develop ways and means of making the historical experience appear as the experience of the pupils themselves. Again historical facts and events may not appear accidental. There are causal connections between them. Like any of the sciences, they are also governed by laws, though the laws governing them may not be equally perfect. As such, when historical facts and events are presented in their proper causal sequence—when they are presented as illustrations of the laws

inherent in them, the pupils may play the role of discoverers and may pass from the known to the unknown (utilising deductive reasoning) as much as in the case of any other subject. But none of the methods relating to history-teaching, described above, is adequate enough to bring the teaching of the subject into harmony with the above principles.

Suggestions for Methods in History-Teaching :

It is high time that a radical reorientation of the methods for teaching history was brought about. The reorientation may take the following lines (a) systematic use of project method as far as practicable—In lower grades, history lessons may be integrated round a few projects ; in higher grades as well, frequent recourse may be had to the Project Method. (b) A much greater use of teaching aids for concretising the contents of the lesson (models, pictures, diagrams). (c) Systematic and more frequent exploitation of museums, radios, cinemas etc.. (d) Offering every scope to such pupil-activities as excursion dramatisation etc.; (e) Developing the habit of individual reading in history, in higher classes.

With a view to giving teachers concrete guidance to work out lesson-plans according to the above principles, model lessons according to the following methods would be given below : (1) **Conversational Method.** When the lesson is presented strictly logically—when the facts and events are presented as illustrations of general principles re-

gulating the growth and development of a society, pupil-centred lessons may be given in history in the true sense of the term. The presentation stage may be conceived of as a series of problems, solution of which by the pupils (by reconstructing their existing experience and with occasional help from the teacher) would lead them to the contents of the lesson. But a conversational lesson should be concretised with the help of adequate teaching-aids ; recourse may also be had to partial dramatisation ; other forms of pupils' activities and small projects may also be accommodated within the framework of the lesson. From the point of view of methodology, distinction may be made between two types of conversational lessons, one for lower grades and the other for upper grades : (a) Story or biography-approach is made in presenting historical facts in lower grades. Historical laws are not so obvious in such an approach. The logic of the story or of the biography is the integrating factor in the presentation of facts and events. As such in the story or the biography-approach, the teacher may have to resort to narration more frequently. But the narration may be sufficiently concretised with the help of adequate teaching-aids ; it should also be enlivened with occasional pupil-activities ; models, pictures or diagrams of events may be presented and the pupils may be helped to deduce the events from them. The logic of the story or the biography should be strictly adhered to and when-

ever opportunity presents itself, problems should be presented before pupils, solutions of which should lead them to the contents of the lesson. (b) Historical approach is made, in presenting historical facts to higher grades (from class VII) : Elucidation of historical laws is the objective for such an approach : Historical facts are integrated round the laws. Lessons according to this approach may be delivered according to the principles of deductive logic ; the lesson may be presented as a series of syllogistic problems solution of which by the pupils would lead them to the mastery of contents.

II. Project-Method : This method is specially conducive to solving the problem of history-teaching discussed before : It endeavours to present historical events as the experience of the pupils themselves. But it may not be possible to cover the whole history syllabus (particularly in higher grades) with a system of historical projects. However, at least in the lower grades, the possibility of working out the whole syllabus through projects should be explored. In any case, a substantial portion of the history-syllabus in any grade should be covered through appropriate historical projects. It may be noted that for the higher grades, the Project Method offers enough scope for individual study.

III. Individual Study and Group Discussion : This method has been hardly tried in our schools.

No definite procedure has yet developed for it. It is high time that efforts were made for developing the method because of its special merits : (a) Almost all our later learning is through individual study. (b) It is specially helpful to us in dealing with abstract problems. (c) If successfully employed, it may solve the problem of lack of time for covering the syllabus. (d) It encourages the pupils to learn the lesson through their own efforts. (e) It fully utilises the group-situation in the class for learning purposes and develops the spirit of co-operation among the pupils. (f) It allows scope for projects and other kinds of pupil-activities within its frame-work.

A Few Model Lesson Plans

Conversational Method (Biographical approach)

Class V.

Topic—Shivaji.

Time—45 minutes.

Scheme of lesson :

*(a) Shivaji—Early life and the struggle with the Sultan of Bijapur.

(b) Shivaji—Struggle with Aurangzeb and the establishment of the Marhatta kingdom.

* is the unit for the lesson.

(Note : Nos. of pupils, average age, name of the teacher and the subjects are not taken as heads for being considered superfluous).

Aim—(1) To help the pupils develop interest in Shivaji as a historical personality. (2) To help them to know the principal events in his career. (3) Incidentally to help them to appreciate his contributions to the downfall of the Mughal Empire and to the establishment of a stable Hindu Kingdom.

(Note: The teacher cannot be very ambitious so far as the third aim is concerned).

Aids—1. Outline-map of India fixed on a phannelograph, a blanket or a towel. The following pieces to be kept in an envelop to be fixed on the phannelograph, within the outline map in the course of the development of the lesson : (a) The Kingdom of Bijapur, (b) Poona (only a round piece of paper with the initial letter of its name), (c) The Marhatta country.

2. Portraits of Aurangzeb and Shivaji.

3. The following pictures, suitable to be presented on the phannelograph : (a) Shivaji with his Mawali followers marching against a fort. (b) A family scene with Jijabai, Dadaji Kanna and Shivaji ; Dadaji reading Mahabharata to the group. (c) Shivaji and Ramdas, (d) A few Marhatta ladies in national dress.

4. Cards with the speeches of the different characters written. (Note—In actual lesson-plans, the teacher may not give the details of the aids to be utilised).

Preparation :

With a view to helping the development of the pupils' interest in the lesson and with a view to placing it in its proper perspective, the following steps may be taken.

Let us have a short drama in the class. We might have a bigger one with proper costume when we finish the lesson. Who should take the role of this emperor? (presentation of Aurangzeb's portrait on the phannelograph). The pupils should be able to give the name. "Aurangzeb" will stand before the class (no special dresses are need in any case ; the characters would read their parts from papers supplied by the teacher to them). "The Hindus can never be loyal to a Muslim Empire. I cannot feel secure so long the Hindus are wealthy, prosperous and are in high offices". The chief minister enters. Aurangzeb, "Have all the high Hindu officers been dismissed from service?" Chief Minister—"Sir, your orders have been carried out, but I am afraid, unless some of them are retained in the army and accounts departments, the administration would fail: Aurangzeb, "I shall see to that later, call the special officers who have been specially deputed to suppress the Hindus". Two officers are called. 1st officer, "I have done my best to make the Hindus poor. I am collecting the *Zizia* and the pool tax rigorously, they are being thrown out of trade, God willing, very soon there would not be a single wealthy Hindu in the state". 2nd officer, "I am

doing everything to destroy the cultural and religious life of the Hindus, their educational institutions have been closed and their temples are being destroyed". Just then a messenger enters into the court "Your Majesty, I have run away from the Deccan. There is bad news. Shivaji is establishing a Hindu kingdom. I have personally seen Shivaji marching against our forts and occupying them one after another. I can visualise the scene which seems to flash before my eyes".

At this time the teacher presents the relevant picture on the phlanneograph.

(*Note* : 1. Such dramatisation needs no previous preparation. The teacher has to write out on cards, the speech for every character and he is to act as the director.

2. It is not necessary to write all the details of the preparation as has been done here. It is enough to indicate that the following facts shall be presented through dramatisation).

Announcement :

The pupils will be asked to find out Shivaji in the picture already presented. The teacher will place in the picture at proper place the name 'Shivaji' written—it will hold in the phlanneograph. The picture may be removed and a portrait of Shivaji may be presented. Teacher "Today we shall read about Shivaji. We shall try to know how he succeeded in establishing a Hindu kingdom."

Presentation :

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*Matter :**Method :***A. Early life :**

1. Shivaji, lived at home with his mother Zizabai and a guardian Dadaji Kanna.
 1. The teacher will present the picture in which Shivaji, his mother and Dadaji are sitting at home, engaged in reading the Mahabharata, and will ask the following types of questions : Who is he? (Shivaji) Who is she? (Shivaji's mother) Who is this old man? (Dadjikanna) Notes: As the question would be asked, the name of each would be placed below his picture. To get the expected answer to questions 2 and 3, further questions and even some narration by the teacher may be needed.
 2. The teacher will fix Poona on the phannelograph inside the outline map and will tell the pupils that this was the home of Shivaji and that Shivaji was a Marhatta by birth. To develop the interest of the pupils, the teacher may present the picture of a few Marhatta ladies with saris worn in their national style. The Marhatta country shall also be fixed in the outline map.
 3. Where is Shivaji's father? (away on service) The teacher will narrate that he was an officer under the Sultan of Bijapur. Bijapur, will be fixed on the phannelograph inside the outline map of India.
2. He was a Marhatta by birth.
3. He was the son of Shahaji, an officer under the Sultan of Bijapur.

Matter.

- B. Struggle with the ruler of Bijapur :

4. Shivaji's ambition was to become the champion of the oppressed Hindus and to establish an independent Hindu Kingdom.

5. Shivaji collected a band of Mauali followers and captured certain forts belonging to the ruler of Bijapur.

Method.

Note : To draw the attention of the pupils, one or two questions may be asked during narration without expecting correct answers from pupils *e.g.* "Can you guess at which place was Shivaji's home?"

4. The teacher presents a picture in which Shivaji is kneeling down before his preceptor Ramdas, and with tears in his eyes, is asking his blessings. The following type of questions may be asked. To whom is Shivaji praying? (Ram Das his preceptor) what is he praying for? (Gurudeva, please bless me that I may be able to save the poor from being oppressed. Grant me the boon that I should succeed in establishing an independent Hindu Kingdom.)

*Note :—*As the questions would be asked the name "Ram Das, the preceptor" would be fixed on the phlannelegraph and the prayer of Shivaji, written in bold letters, would be placed on the phlannelegraph; the pupils would read it in answer to the question; this may be done twice.

5. The first picture will be presented again and the following questions may be asked: *Infer* from the dress of the

Matter.

6. To stop Shivaji, the Sultan imprisoned his father Shahaji.
7. Shivaji stopped molesting Bijapur-territories, but strengthened his power by conquering the small neighbouring Marhatta States.

Method.

followers of Shivaji, whether they were civilised people of the plains or men of hills (men of hills). The teacher will tell the pupils of the Mawali and will inform them how Shivaji became their leader. Can you guess whose fort they were going to attack? (correct answer not expected) Here is Poona, now look to the map and tell me which is the nearest kingdom to Shivaji's home? (Bijapur) Now answer the question asked before.

6. Teacher—Failing to defeat Shivaji, the Sultan of Bijapur thought out an easier way of stopping him. Guess, what it was? Remember Shahaji was an officer in the court of the Sultan (imprisoned Shahji). The correct answer is expected to come, after one or two wrong ones, if the teacher succeeds in giving proper lead; if needed the teacher may narrate.

7. What should Shivaji do under the circumstances? (Many guesses would be made e.g. free his father, secretly liberate him, would not mind the arrest). In each case the teacher would show the weak points in the answer and shall narrate that Shivaji began to strengthen himself by conquer-

Matter.

8. Afzal Khan was sent by the Sultan against Shivaji.

9. Shivaji and Afzal Khan met to negotiate peace. Afzal tried to kill Shivaji. Shivaji was cleverer ; he killed Afzal.

10. Afzal's troops were defeated ; after that Bijapur gave up the attempt of checking Shivaji.

Method.

ing the neighbouring States (the places will be fixed on the phannelograph inside the outline map).

8. The teacher will present the picture in which, Afzal and Shivaji are shown in mutual clasps—the open sword of the former on the neck of the latter, where as the right hand of Shivaji is on the balley of Afzal from where blood is flowing. The following types of question may be asked. Who is he? (Afzal, the General of the Sultan of Bijapur. The pupils would read the answer written on the picture). The teacher will narrate that the Sultan sent him to suppress Shivaji.

What are the two doing here? (fighting, embracing, Afzal striking Shivaji with his sword).

The teacher will narrate that the two met to discuss terms of peace. Referring to the picture, the teacher will ask, "How is that Shivaji is not wounded in spite of the blow from the sword? (guesses expected). The teacher will narrate the rest.

*Note :—*1. In ordinary practice it is not necessary to write the method column in such details ;

Only the indications of the questions should have been enough.

2. The matter might be presented in other ways as well and necessarily not less effectively.

Application :

A. The pictures utilised, may be presented and the pupils may be asked to suggest titles for them. In the course of discussion of the title, the contents of the picture could be recapitulated, *e.g.*,
Picture 1 (Title—Shivaji, Zizabai and Dadaji; How Shivaji grew up.....)

Picture 2 (Title—Shivaji and Ram Das; Shivaji's dream.....)

Picture 3 (Title—Shivaji, the leader of the Mawalis; Shivaji in his military march.....)

Picture 4 (Title—Two clever fellows; Shivaji kills Afzal.....)

B. Look at the picture (Picture 2) and write dialogues for Shivaji and Ramdas in the scene.

Note : Shahaji's imprisonment by the Sultan of Bijapur has not been recapitulated because it does not fit into the scheme and because it is not considered very important.

Home work :

1. Make the following additions to your scrap book under the head Shivaji—(a) Out line map of India, with the "Marhatta country marked"; (b)

Portrait of Shivaji; (c) Any other picture, which you can collect of Shivaji's activities.

2. Suggest the name of certain specific poems (not too difficult for the grade) in the mother-tongue on Shivaji to be read at home.

3. The pupils should be asked to read stories about Shivaji in the mother-tongue (specific names of books should be given).

Blackboard Summary :

1. The blackboard summary may be made according to the matter column.

2. It should be developed along with the lesson, written on the blackboard simultaneously with development and taken down by the pupils in their note books.

Conversational Method (Historical approach)

Class.....IX

| Lesson No.

Time.....45 minutes

Topic—The Mughal Empire.

Scheme of Lessons

(a) Foundation of the Empire and its early crisis.

(b) Interim-Pathan rule.

(c) Consolidation of the Empire :

* (i) Political Unification and attempts to secure Hindu—allegiance.

(ii) Reorganisation of administration.

- (d) The glory of the empire at its zenith.
- (e) Cutting at the root of the Empire.
- (f) Fall of the Empire.
- (g) India under the Mughals.
 - (i) Administration and Economic and Political life.
 - (ii) Religious, Social and Cultural life.

* c(i) is the unit for the lesson.

Note : (The scheme of lessons may be indicated only in the first lesson under the scheme. The lesson-units may be further split if needed.)

Aim : To help pupils to (a) know and to realise the significance of the efforts made during the reign of Akbar to unify India under the Mughal rule (b) know the steps taken during the same reign to win the allegiance of the Hindus to the empire and to appreciate the statesmanship involved in them ; (c) to develop insight into the present problem of strengthening Indian unity (incidentally).

Aids :

1. A time line showing the relevant dates.
2. An outline map of India sketched on the blackboard.
3. A map of India with the conquests of Akbar marked.
4. A picture diagram, representing Akbar's effort to win over the Hindus to his side. The

emperor, as the symbol of Empire; round him should be arranged the following pictures as symbols of the different steps taken by him for the purpose; they are to be connected with the emperor through arrows—A Hindu princess with a garland in hand (symbolising Hindu-Muslim marriage); two piles of money and a wealthy Hindu standing; before one pile is written “Abolition of Anti-Hindu Taxes” and on the other is written “Abolition of Trade disabilities. (Symbolising the removal of the economic disabilities of the Hindus); A Hindu in High official dress (symbolising the removal of religious and educational disabilities of the Hindus).

Note : Details of aids as given here need not be usually given in lesson-notes.

Preparation :

Objective : A. To place the lesson in its proper context :

1. The pupils may be asked to match the following events with the following dates (written at random in the blackboard) and to fix them in the skeleton time line on the blackboard.

Accession of Humayun; End of	1539, 1526, 1530,
petty-coat Govt; First battle	1556, 1555, 1564.
of Panipat; Death of Babar;	
Restoration of Humayun; Ac-	
cession of Akbar; Second	
battle of Panipat.	

2.* The pupils may be asked to show the extent of the empire of Akbar in 1556 in the outline map.

We shall study how the genius of Akbar succeeded in extending the Mughal empire almost over the whole of India. This was very significant to the history of India.

B. To relate the lesson to current problems and to help stimulate the interest of the pupils in it.

3. From what you have read of Indian history, can you tell the usual effects of establishment of empires on the country ? (all-sided development). Other questions may have to be supplemented to lead the pupils to the desired answer *e.g.* consider the cases of the Maurya, the Kushana and the Gupta empires; did the country prosper or suffer under them? So it seems that unity of India under one political administration is a condition precedent to the prosperity of the country. But, at the moment, so soon after the achievement of independence, the unity of India is being threatened.

4. What are the chief challenges to the unity of the country at the moment ? (linguistic and religious differences). A short discussion may ensue on the point. Akbar had to face more or less the same problems ; added to them was the additional problem of securing the political unity of the country.

Announcement :

We shall study Akbar's methods for developing the unity of India. Some of them might be found helpful even now.

*Presentation :**Matter.*

- A. Akbar's dream—to establish a lasting empire—to build up a strong united nation.

Method :

The following types of questions may be asked : What was the usual ambition of great emperors in India, Say, Chandra Gupta Maurya, Samudra Gupta and such others? (conquer the whole of India).

Narration : Akbar's ambition was greater. It was not satisfied merely with the glory of conquests, he wanted to build up a lasting empire—a strong united nation. But he knew that the first step to that was to secure political unification of the country. To heighten interest in the topic, the teacher may mention that India even after the achievement of independence had to face the problem of political unification. What kinds of States were outside the Indian Union after independence? (the native states) How did the late Bhallavbai Patel succeed in bringing them under the Indian Union? (negotiations combined with strong action). Let us see how Akbar tried to secure the political unification of the country.

B. Political Unification :

1. Conquests and subjugations in Rajputana : Chitor, Ranthambhar, Kalingar, Jasalmir.

The pupils will be asked to mark the conquests in the outline map drawn on the black-board with the help of a marked map presented to the class.

• *Matter.*

2. Conquest of Gujerat and the subjugation of Bengal and Orissa.

3. Conquests in the North-West : Kabul, Kashmir, Sind, Beluchistan.

4. Conquests in the South : Ahmednagar and Khandesh.

5. Extent of Akbar's empire : Kabul in the West and Bengal in the East. Kashmir in the North and Ahmednagar in the south.

C. Winning voluntary allegiance of the Hindus—attempts at welding the people into one nation.

1. Matrimonial relations with Hindus; marriage of the emperor himself and his son.

2. Share in administration—Manshingh, Todarmal and others.

3. Ensuring economic equality, abolishing Zizia and other discriminating taxes.

4. Guaranteeing cultural security, right to worship and education.

Method.

The teacher will ask occasional questions or will narrate occasionally to connect one conquest with the other. All the pupils shall mark the conquests and the extent of the empire in the outline map (prepared at home) in their notebooks.

The dates for the first and—the last conquest are to be fixed in the Time-line and the attention of the pupils to be drawn to the period of time within which the political unification of the empire was completed.

Note : Giving the date for every conquest is not considered necessary though the chronological sequence between them is maintained at the time of presentation.

Akbar was not satisfied with mere conquests; what else did he aspire after ? (Securing the voluntary allegiance of the people). His problems are not different from those which we are facing in securing the voluntary allegiance of the Muslims in India or Pakistan is facing in securing that of the Hindus. What are the demands of the Hindus from the State in Pakistan? (point nos. 2, 3, and 4 in the

Matter.

5. Attempt at the development of an eclectic religion—The Din-Ilahi.

Method.

matter column are expected to be mentioned in the answer). What other steps do you suggest to obliterate the feelings of difference between the Hindus and the Muslims (point nos. 1 and 5 may come in the course of answer; if not the teacher may himself suggest them). Whenever a relevant point would be developed in the course of the answer, it should be connected with the steps taken by Akbar, the teacher supplementing what more information is needed. To develop additional interest, short debating may be encouraged on point nos. 1, 2, and 5; 2 pupils speaking in favour and two against the subject.

Application :

1. Underline the names of places which have been conquered or subjugated by Akbar : Turkey, Khandesh, Chunar, Bengal. Travancore, Orissa, Ranthanbar, Kanauj, Kalanjar, Jasalmir, Chitor, Vijohnagar, Kashmir, Sindh, Beluchistan, Ahmadnagar, Golconda.

2. Arrange the places conquered by Akbar under the following heads : (a) Conquests in Rajputana, (b) Conquests in the North-West, (c) Conquests in the East, (d) Conquests in the South.

3. The picture diagram may be presented and the pupils asked to interpret each of the symbols.

4. In the light of the steps taken by Akbar to secure the good-will of the Hindus, suggest steps which you would like to take to develop good-will between the different language groups in our country (*e.g.*, between Bengalis and Biharis). One pupil may suggest only one step; if time is available, a short discussion may follow :

Home Work :

Write dialogues for Akbar and Salim under the following circumstances. Akbar on his death bed, telling his son about the dreams of his life and the steps he took to realise them, as guidance to him in ruling the country (should be very brief).

Blackboard Summary :

According to the matter column; to be developed simultaneously with the presentation of the lesson.

Revision Lesson

Class VII.

| Lesson No.

Time : 45 minutes.

*Topic : The Gupta Empire.

Scheme of Lessons

1. The foundation of the Empire and its expansion.
2. The Empire at its zenith and its subsequent fall.
3. India under the Guptas.

* The whole topic is under revision.

Aim.—To help the pupils' further assimilation of the topic by greater systematisation and revision of it and also to help greater development of their interest in it.

Aids.—1. Time line. 2. Outline map of India. 3. Map showing the growth of the Gupta Empire. 4. Picture of a few coins of Samudra Gupta. 5. Pictures of a few Specimens of Gupta architecture, sculpture and painting.

Preparation :

We propose to prepare a few visual aids for our history room presenting the Gupta Empire. You may take up the work in groups. If the aids are good enough, your names will be preserved with them in the history room. Suggest the facts which you would like to present through visual aids (various suggestions are expected to come, most of them might be at random ; the teacher may help the pupils to systematise them under two broad heads—Political Facts and Social and Cultural Facts).

Announcement :

Let us go into the details of what we are going to present and let us also consider the visual aids we are going to prepare to present them.

Note : The principal purpose of preparation in a revision lesson is motivation. This is not difficult to secure ; examination requirements are the greatest inducements to revision. Indian pupils

are most willing to revise a lesson. So revision may not need any preparation. But to develop spontaneous interest in the lesson, it is necessary to place the old lesson in a new perspective and to provide additional motivation for it rather than of mere revision. It may be done by taking up some project as the basis *e.g.*, Excursion, Exhibition, Dramatisation, Preparation of Wall-Newspaper, Celebration, of historic days etc.

Presentation

Matter.

Method

A. *Political facts*

1. The Gupta Empire-its extension.

With the help of the pupils, the teacher shall develop that under Political Facts it is necessary to present the extension of the Empire ; it is also necessary to indicate the contributions of the important emperors to its extension. With the help of the pupils, it may further be decided that the extension of the empire may be presented in a map : Let us try to present it in the outline map :—Who was the founder of the Empire? (Chandra Gupta I). Name the Kingdom over which he ruled. (Magadha). Indicate Magadha in the map. Whose contribution to the extension of the empire should we consider next ?—(Samudra Gupta). What is our source of information about his conquests ? (Allahabad Pillar Inscription). Mark in the map

Method.

2. Important personalities and significant events.

(a) Chandra Gupta I—the foundation of the empire—(C. 320 A. D.).

(b) Samudra Gupta—the extension of the empire—(C. 380 A. D. Death).

(i) Meghavarnas representative to his court.

(ii) Performance of Asvamedha sacrifice.

(iii) Personal gifts, poet and musician, besides being a great soldier and conqueror.

(c) Chandra Gupta II, Vikramaditya—the empire at its zenith (C. 380 A.D. Accession.).

(i) Conquest of Malwa.

Method.

with chalk of different colours, the portions of northern India annexed to the empire by Samudra Gupta (The pupils may take help from a map prepared by the teacher and presented to the class). Mark in the map—Samudra Gupta's campaign of conquest in south India (with another chalk of a different colour). What were the conquests of Chandra Gupta II ? (the conquests will be marked in the map as before).

The necessity for presenting the important personalities and significant events of the empire will be developed as before ; it may also be agreed that the best method for presenting the lesson would be through an illustrated time line. For concrete guidance, let us try to draw one on the black-board. Which fact should be mentioned first? (foundation of the empire by Chandra Gupta I). Who was mostly responsible for the extension of the empire ? (Samudra Gupta).

Here we may try to illustrate the timeline. What illustration would you like to give to symbolise the principal contribution of Samudra Gupta ? The teacher to give lead may ask, "what are the most signi-

Matter.

(ii) Literary activities, the Navaratna.

(d) Visit of Fa Hien (399 A.D.—414 A.D.). His travels and account of India.

Method.

ficant events in his reign" ? (Visit of Meghavarna's representative to his court and the performance of horse sacrifice may be developed as answers). But you may also have portraits of the emperor which are available in his coins. Which of such portraits would you consider most interesting ? Pictures of a few coins may be presented ; incidentally, can you name a few personal gifts of the emperor ? (a poet and a musician, besides, being a conqueror. Ultimately, a symbol may be accepted for illustrating the period of the reign of Samudra Gupta.

Whom among the emperors should you mention next ? (Chandra Gupta II). Why is his reign significant ? (the empire reached the pinnacle of glory). In what respects did the empire reach its highest point of glory (maximum extension of the empire; literary activities).

Name the Chinese pilgrim who visited India during his reign (Fa-Hien). I think this fact should also be noted in the time-line. Can you justify me? (connection between India and China is significant ; he wrote an excellent account of India as he saw it). Why do

*Matter.**Method.*

(e) Huna invasion in the reign of Kumar Gupta-(414-455 A. D. reign of Kumar Gupta).

(f) Skanda Gupta—the last great Gupta Emperor—(455-467 A. D.).

3. Society and culture under the Guptas.

(a) Revival of Hinduism—worship of Trimurti.

(b) Development of learning.

(i) Sanskrit : Kalidasa, the great poet. Other writers of repute.

you consider his account reliable ? (he travelled extensively and wrote from personal experience). Show his travels in India in the map. One of the significant events in his reign may be accepted as the symbol for illustrating his period of reign in the time-line.

Which was the tribe whose invasion was mostly responsible for the downfall of the Gupta Empire ? (Huna) During whose rule did it begin ? (Kumar Gupta I).

Who was the last great ruler of the Gupta dynasty ? (Skanda Gupta). Why was he specially noted (for resisting the invasion of Hunas?).

The time-tine will be drawn on the black-board by the pupils along with the development of the lesson.

Besides the above, what else would you like to present in regard to the period of the rule of the Guptas in India ? Name some of the developments (literary, in the field of fine arts and in religion.)

The teacher may help the pupils to complete the list. In co-operation with the pupils it may be decided to present

Matter.

(ii) Development of Science, Astronomy and Medicine.

Method.

the above through symbolic pictures.

Let us now consider the details of what we are going to present ; let us take the items one after another.

What was the religion of Asoka ? (Buddhism). What was the religion of the Gupta rulers ? (Brahmanism). Who were the most important gods worshipped during the Gupta period ? (Brahma, Vishnu and Siva).

(c) Development of sculpture, architecture and painting.

In co-operation with the pupils the following picture may be agreed upon to present the above facts. The "Trimuriti" is being worshipped and some Buddhist monks are witnessing it (signifying their conversion).

What facts would you like to mention in connection with the development of Sanskrit literature ? (works of Kalidasa and others).

What science did develop during the period ? (Astronomy, Medicine...). Name one or two famous scientists of the period. (Aryyabhatta.....) Symbolic picture of books-poems, drama, astronomy, medicine. Name of the authors written on them.

*Matter.**Method.*

What symbolic picture would you select for presenting the development of fine arts ? (a typical sculptures, a typical architecture and a typical painting from Ajanta). Selection may be made from collection of pictures presented to the pupils.

The picture diagram may be developed on the black-board ; instead of the pictures, their descriptions may be written inside rectangles.

Note—1. Too many recapitulatory questions during the stage are sure to make the lesson dull.

2. Revision through activities (e.g., developing the time line, filling-in the map, developing picture diagram etc.,) are expected to heighten interest and help assimilation better.

3. The presentation stage may be as varied as possible in its methods.

4. There should be something in the presentation stage to make the old lesson appear in a new light.

Application :

1. The pupils should be asked to mark the growth of the Gupta Empire in appropriate colour in the outline map brought from home.

2. The pupils would be asked to suggest appropriate pictorial illustrations for the time-line.

3. The pupils may be asked to suggest the arrangements of the symbolic picture, so that they may indicate that they were gifts of the Gupta Empire to Indian civilisation.

4. Groups of pupils should then be selected (on the basis of willing co-operation) to work out the different illustrations in the project. A group may not have a larger membership than 6 ; every pupil in the class should be assigned one type of work or another ; if needs be, two or more groups may work on the same illustration independently.

Home Work :

Execution of the work assigned to a pupil by his group in connection with the project.

Self-study and Group-discussion Method :

1. It is regretted that the possibilities of the method have been little explored. When pupils have secured sufficient command over the language and have developed powers of independent thought and reasoning, they should learn mostly by self-study ; the teacher may only guide the study. The progress of the pupils may be quicker and their task may be more interesting when they work as a co-operative group on a problem for which their interests have been sufficiently stimulated. This method should be of special use in the highest grades of Secondary schools.

2. The preparation for a lesson in this method has to be done in a previous class ; at the end of the

previous lesson, 10 to 12 minutes may be devoted to the preparation for the next lesson.

3. For the success of such lessons, the class should work as a democratic group ; keeping of records etc., may be entrusted to a secretary or secretaries, who may change 4 to 6 times in a year.

A Lesson

Class X

Lesson No....

Time : 45 minutes.

Topic : Buddhism during the Hindu period.

Scheme of Lesson :

1. Origin and development of Buddhism till the time of Asoka.

*2. Spread of Buddhism in India and abroad through the efforts of Asoka.

*The Unit for the lesson.

Aim :

To help the pupils, (i) to understand and to appreciate the significance of the steps taken by Asoka in the spread of Buddhism in India and abroad, (ii) to appreciate the cultural links established with foreign countries, particularly with those in the South East in course of the efforts.

Aids :

1. Map of India, showing the probable spread of Buddhism at the accession of Asoka and the distribution of Asoka's inscriptions.

2. • A map of Asia and the islands of the archipelago, showing the spread of Buddhism through Asoka's efforts.

3. A copy of the inscription of Asoka containing the Law of Piety.

4. Translations of relevant inscriptions.

Preparation—(To be done at the end of the previous lesson).

1. At the end of Lesson No. 1 (previous lesson, according to the "Scheme of Lesson"), the teacher should announce, "In the next lesson we shall study how through the efforts of a single individual, Buddhism became not only an all India religion, but it also spread abroad."

2. Please suggest the sub-units, into which we should divide the lesson for critical and detailed study. This can be done with the help of deductive logic, starting from the title of the lesson e.g., state of Buddhism at Asoka's accession ; Asoka's efforts to spread Buddhism in India ; spread of Buddhism abroad. The teacher would help the pupils to follow the logic in the division.

3. He will add to the topics, "Asok's Laws of Piety" (he drafted a special Code which was more easily understandable and was more appealing to the common man and propagated it) and "Reasons for the comparatively inadequate propagation of Buddhism".

4. The teacher will also split up the sub-unit "Spread of Buddhism abroad" further into, "Propagation of Buddhism in South East Asia" and "Propagation of Buddhism in other countries".

5. Let us now examine each of the sub-units : State of Buddhism at Asoka's accession and reasons for its comparatively inadequate propagation. From what you know of Ajatasatru's attitude towards Buddhism, what can you infer about the state of Buddhism at the time ? (It was trying to be popular but had to encounter vehement opposition from the ruler). Besides, Buddhism was too difficult a religion for the common man—the teacher will ask the pupils to offer reasons for or against this statement.

6. Each sub-unit will be dealt with in the same fashion, the object being to develop the interest of the pupils in them and to give them some idea about the manner in which they are to study them ; the outlines of the sub-units developed for guiding the pupils in the study may not be exhaustive ; their function is only indicative or illustrative. But the teacher should give adequate references for reading (even the specific pages to be read should be mentioned):

7. Each sub-unit should be allotted to a few pupils individually for special study ; pupil should prepare a brief written note on the sub-unit on the basis of his study ; he should also prepare the necessary visual aid for presenting the sub-unit to

the class. Every pupil in the class should be assigned one topic or another.

8. Every pupil should be directed to read the whole lesson.

Note—The purpose for preparation should be the following :

I. To develop an outline for the lesson and to offer specific hints for the special study of each of the sub-units. Unless the hints are adequate, the lesson is not expected to be successful.

II. The responsibility for special preparation of the sub-units should be shared among the pupils.

III. An attempt may be made to develop certain amount of spontaneous interest in the lesson.

IV. The sub-division of the lesson must be done on strictly logical principles (deductive). The teacher may have recourse to some amount of narration (if he is careful in making the logic of every step obvious).

V. If the part of a period is not sufficient for preparation, a whole period may be devoted to it.)

Presentation

Matter.

A. Buddhism at the time of Asoka's accession and reasons for its comparatively poor propagation.

Method.

One of the pupils entrusted with special study of a topic would be asked to present the sub-unit in brief but *clearly designated points* to the class

Matter.

1. Spread of Buddhism—probably confined to Magadha and (neighbouring areas).

2. Reasons for its comparatively poor propagation.

(a) Religion too difficult for common man.

(b) Royal antagonism to it.

B. Asoka's Law of Piety.

1. Conversion of Asoka to Buddhism.

2. His drafting of the Law of Piety—its codes.

3. Its eclectic nature.

C. Asoka's efforts to spread Buddhism.

1. Sources of information—inscription.

2. Tabulation of the different efforts made.

D. Spread in India.

1. Sources of information—distribution of inscriptions.

2. The propagation.

E. Spread outside India.

1. Sources of information—the relevant inscriptions.

2. Spread in South-East Asian countries.

3. Spread in other countries.

F. Significance.

1. Development of Greater India.

2. Influence over the outlook of the Indian people.

Method.

with the help of appropriate teaching aids. The teacher will help in the more specific formulation of the points; he will make the points audible and more intelligible to the class. Pupils would be asked to correct or add to the points made; pupils who have made special study of the sub-unit, are expected to contribute most, but the whole class should participate. Special attempts should be made to activate the non-participating pupils.

Black-board summary, mostly following the matter column, but illustrating every point a little will be made by the teacher or the pupil, to be taken down by the class as general outline for the lesson. Every sub-unit will be similarly dealt with.

N. B. In this method, special care is to be taken to ensure that every pupil makes some study at home and comes prepared with some sort of note, however inadequate it may be.

Application :

Pupils specially entrusted with a sub-unit, may then be asked to come together and prepare a joint note for the sub-unit. The teacher may move and help the different groups in their work. Each group should select one, to write the joint note finally. The work may go beyond the class ; in that case the pupils are to make their own engagements. The joint notes should be submitted to the teacher in the next class by the Secretary. After proper corrections, the notes may be circulated through the Secretary to individual pupils to be taken down. The teacher should ascertain whether every pupil has taken down the note.

CHAPTER X

LESSONS IN ENGLISH

A large number of failures in English are indicative of poor teaching in the subject. The principal problems in English teaching in our country may be tabulated as follows :

(1) Pupils do not learn to read English with interest and efficiency. Even our graduates do not develop the habit of silent reading and find it difficult to get meaning from a written page, unless they have read it loudly for several times. In teaching English, emphasis should be laid on developing skill in reading, especially in silent reading ; the pupils should also develop interest in private readings in the language. Unfortunately, our present methods of teaching English do not cater to the above needs.

(2) In order to develop interest in reading in English, Pupils should be let to appreciate their readings in the language. This is especially difficult with beginners in foreign language. But unless this is achieved, pupils are not expected to develop interest in the language and consequently they are expected to learn the language properly.

(3) Pupils should also be helped in expressing themselves in English both orally and in writing and in deriving satisfaction from such experience ; they should have also enough opportunities to hear the language being spoken. As our society offers little

opportunity for any one of them, the objectives are difficult to achieve.

(4) It is necessary to avoid the "Translation Method" in teaching English, to which we have become accustomed by long tradition. A language, particularly one alien to the mother-tongue, cannot be learnt properly through translation. The translation-method results in learning 'un-English' and in negativating most of the requirements for learning English, stated above. The poor standard of our English teachers who do not themselves know and appreciate the language enough, makes the situation worse.

(5) We should also recognise that there may be different types of lessons in English according to the difference in the objectives for the lessons and that each lesson-type has its own method for presentation.

(a) *Reading and Comprehension*—The purpose underlying such lessons is to help the pupils to get meaning from visual symbols of the language quickly and correctly. Developing skill in silent-reading is therefore the principal task for such lessons. But as learning the auditory symbols of the language is also necessary for oral communication and appreciation in the language, loud-reading has also a place in a reading-lesson; by associating auditory symbols of the language with its visual ones, loud-reading also helps silent-reading. It is necessary to add to the existing vocabulary of the pupils for improving comprehension and attempts should be made to

help the pupils to learn new words in the language (the new words to be introduced, should be properly graded ; the total number of words to be learnt in a grade should be decided at the very start) in a reading-lesson. The principal defects in our reading-lessons at the moment may be tabulated as follows :

I. Very little efforts is made to help the pupils to cultivate silent-reading (which should have received the greatest emphasis).

II. The lesson is so much over-burdened with word-meanings (difficult words are not introduced in the lesson in a planned manner) explanations etc., that the interest in reading is lost, the speed in reading is impaired and the development of skill in reading is kept subservient.

III. Reading is confined to the text-book only ; enough opportunities are not provided for reading materials other than the text-book.

(b) *Appreciation*—It is sometimes doubted whether the beginners can appreciate literature written in a foreign language. But it may be remembered that appreciation may be on a different level and that a properly graded lesson should not prove too difficult for appreciation by the pupils. Moreover, unless the pupils appreciate the lesson, they cannot develop interest in it. As such, some sort of appreciation may be involved in every lesson : Again a poem is particularly a lesson for

appreciation. Usually, it deals with emotions which are better appreciated than understood. The principal defects in our appreciation-lesson at the moment may be tabulated as follows.

1. Usually, an appreciation-lesson is reduced to one for comprehension ; the lesson is over-burdened with word-meanings and explanations to such an extent that instead of developing interest, the pupils develop distaste for the lesson. In the night-mare of word-meanings and explanations, appreciation is completely lost. It is not denied that comprehension is essential for appreciation, but at the same time it may be noted that in an appreciation-lesson, the appraisal is more emotional than intellectual. Greater attention should be given to the development of proper atmosphere than to word-meanings and explanations, because it is deemed possible to appreciate even without intellectual appraisal (*e.g.*, a layman's appreciation of a fine piece of music without understanding it).

2. Teachers are not very clear in mind about what is exactly to be aimed at in an appreciation-lesson ; the meaning of the word 'appreciation' is not very clear to them. Worst of all, the teachers may not themselves succeed in appreciating the lesson delivered. Appreciation may be said to be emotional appraisal. Points for appreciation may differ from lesson to lesson. It may be a particular feeling (*e.g.*, pathos, love, devotion etc.), a particular ideal (*e.g.*, patriotism, truthfulness, charity etc.,) and beauty

1. Grammar is taught as abstract rules without reference to their practical application. Pupils commit them to memory and score good marks but they are not helpful to them either in comprehending or in expressing themselves in the language. A grammar lesson should be supplemented by plenty of examples both from the text-book and from the composition of the pupils.

2. To make the rules in grammar appear concrete to the pupils, they should be led to discover the rules themselves ; the method for the purpose being to pass from the particular to the general instead of passing from the general to the particular, as is hitherto the practice. For example, in teaching "Adverbs", a teacher may begin with a number of sentences or a passage containing plenty of adverbs. The pupils may be asked to mark the verbs and also the words which qualify them. There may then be another set of examples with adjectives and the pupils may be asked to mark them as well (adjectives have been taught previously). The pupils may then be led to discover the difference between words qualifying nouns and those qualifying verbs. The pupils may, then, themselves supply examples of sentences with words, qualifying verbs and then may be led to frame a general statement to characterise all such words. In fact, the key-note of the successful teaching of grammar is resourcefulness in supplying properly graded examples, which are adequate to lead the pupils to the discovery of the general law.

(2) A grammar lesson does not usually provide enough motivation for the pupils. They do not find it useful in solving any one of their immediate needs. This can be met by providing expression (oral or written) in the language as the motive for learning grammar. Pupils should learn grammar through their own activities. A grammar lesson may take the form of interesting exercises ; working of the exercises may lead to the comprehension of the rules of grammar.

(d) *Composition* : Comprehension and expression are the two essential purposes for learning a language. Development of the power of expression, both oral and written, should be aimed at even in learning a foreign language (though it may be less emphasised than comprehension). It is difficult to teach a language only in a partial manner : The development of the power of expression helps comprehension. Moreover, for many years to come, the necessity for expressing themselves in English (both oral and written) would be felt by all those who would go in for University education, in this country. As such, there should be adequate scope for composition lessons in English.

(1) *Directed Composition* : With beginners in a foreign language, directed composition is the more usual type of lesson—Pupils' thoughts and imagination are not only stimulated but attempts are made to direct them by offering broad outlines

for the composition, before the pupils are asked to write it. Sometimes, direction for the composition may be given through pictures : A series of pictures may be presented one after another and the pupils may be asked to write composition on the basis of the pictures. Such lessons are called picture-composition-lessons. Picture-composition-lessons are more helpful in lower grades, as they provide concrete basis for the imagination of young pupils.

(2) Undirected Composition : This should be the ultimate aim for composition-lessons ; directed composition-lessons are only means to an end. Even in undirected lessons, the teacher may try to stimulate the thoughts of the pupils during the preparation stage. For example, in a composition on the "Rains" in the higher grades, the teacher may stimulate the imagination of the pupils by reading from different poets and writers to illustrate the perspectives through which they have viewed the "Rains". Pupils may themselves be asked to describe their own perspectives in looking at the rain. Such steps, illustrating the different perspectives through which rains may be looked at, are expected to stimulate the imagination of the pupils. It is also desirable to motivate the pupils adequately for expressing themselves on the theme—they should feel an urge for writing the composition. The above can be achieved by trying to secure the emotional affinity of the pupils to the theme and by providing them with some basis for imagination around it. The sug-

gested steps in regard to the composition on "Rains" are expected to serve these purposes as well.

(e) *Dictation* : The true purpose underlying dictation-lessons is often misunderstood : They are not so much tests of spelling as they are exercises on written composition. Connecting auditory and visual symbols (which has to be done in writing a dictation), as one's thoughts run on a topic, helps develop the power of written expression. Dictation lessons are also exercises on spelling. Success in a dictation lesson depends to a very great extent, upon the manner in which the lesson is dictated : It should be dictated as a meaningful unit : it may be specially noted that a number of words presenting a thought-unit should be the unit for dictation at a time, rather than an individual word or two (which is the usual practice). The passage should be dictated in such a manner that its meaning becomes obvious to the pupils. Too much repetition in dictation is not desirable : Pupils' thought should flow with the dictation ; it should not be checked and the dictation may not be made to appear monotonous and dull to the pupils by too much repetition. The passage for dictation may not necessarily be selected from the lessons in the text-book, which the pupils have already learnt. Passages from books, other than the text-book, may be selected for dictation if they are up to the level of the class. Dictation lessons yield the best results when they are a properly graded series.

CONVERSATIONAL

Method

(English)

Class VII :

Time : 40 minutes.

*Topic : The 'Wise Owl.***Scheme of Lessons :*(a) One day....other side
(pages 7, 8).(b) But when.....help
(pp. 9, 10).*Type of Lesson : Reading and
comprehension.**Aim :*

To help the pupils

(i) to read the lesson silently and to comprehend it,

(ii) to develop skill in silent reading and comprehension in English,

(iii) to add to their English vocabulary,

(iv) to develop interest in English reading.

Aids :

A few phannelograph pictures on the story.

*Preparation :**Objective :*

(1) to develop interest in the lesson.

The teacher may ask the pupils to suggest the names of some strong and of some clever pupils in the class (in suggesting names, the pupils may not be all too serious and the teacher should take them

* From New Study Reader Book V.

in their spirit). What ~~would~~ you like to be—strong or clever? Who likes to be strong? (show of hands should satisfy). Who likes to be clever? (show of hands). Why? The teacher shall ask one of the pupils who raised his hand in favour of strength to answer. Similar questions may be asked in regard to cleverness. What do you consider to be the better of the two? Those who are in favour of strength—raise your hands; now, those who are in favour of cleverness to raise your hands. Today we shall read of a quarrel between two on this issue.

(2) *to prepare a little back-ground for the lesson.*

A phlannelograph picture may be presented: An owl sitting on a branch (the word 'judge' is written below on the branch), and an elephant and a monkey are standing below (on the raised trunk of the former is written the word 'strength' and on the tail of the latter is written the word 'cleverness'). The elephant and the monkey were quarreling; looking at the picture can you tell me what for? (Between strength and cleverness which is the better). Who is taken as judge to settle the quarrel? (the owl). Imagine the verdict of the owl. (Different suggestions are expected).

Announcement :

We shall read today how the elephant and the monkey quarrelled and how the owl settled the quarrel.

Presentation

Matter

A. *Difficult words :*

Whispered : Spoke very slowly so that others might not hear.

Fetch : Go for and bring back.

Across : From one side to another.

Method.

Before we start reading the story, it may be wise to know the meaning of some difficult words which we may not know.

The words and their meanings, developed in co-operation with the pupils, may be written on the black-board, to be taken down by the pupils :

Whisper : You *whispered* in the ears of your friends, sitting by, about your plans in the evening, so that I might not hear. Now give me the meaning of the word. If the pupil fail to answer, the teacher may give a further lead—to *whisper* is to *speak*, but every kind of speaking is not *whispering*. Tell me what kind of speaking is *whispering*.

Fetch : A pupil may be asked to bring his book to the teacher and then he may be asked : *Fetch* your note-book. After the order has been carried out, the teacher will ask : He *brought* his book to me first and then *fetches* his note-book to me. What is the difference between *bring* and *fetch*? (in the latter, one goes and then brings). The meaning of other words may be developed more

Method.

or less in the same fashion :
When considered necessary,
simple illustrative sentences
may be written in the black-
board along with the meanings
of the difficult words.

Note : Meanings of difficult words are usually developed with the help of illustrations ; illustrations may be actions by pupils, actions or demonstrations by the teacher, pictures, illustrating sentences etc,. In all cases, the illustrations should be so obvious that pupils may be able to get at the meaning, with little help from the teacher. It is more interesting, when illustrations for different words are varied in nature.

Matter.

B. One day an Elephant and a monkey were quarrelling. The dispute was about strength and cleverness. The elephant said, "Look, how strong I am ! I can pull a tree down".

"It is better to be clever and quick" said the monkey. "If you can pull a tree down, I can climb it—a thing you can't do".

"Bah !" said the elephant, "it's far better to be big and strong than clever and quick".

"Well", said the monkey, "let us go to the owl and ask her to decide". So they went to the Owl.

Method.

The following picture may be presented : An elephant, on its raised trunk with the words "I am strong" written on it. A monkey standing on two legs and saying "I am clever and quick". The title of the picture should be "The Dispute". The pupils may be asked one or two question : on the picture and told that they would learn more if they read the following lines.

The pupils may be asked to read the lines silently with a view to finding out difficult words and difficult passages, which might need explanation.

Matter.

C. "Oh Wise Owl !, they said. "We cannot agree and have come to you. Which is the better—to be clever and quick or to be strong and big ?"

The Owl sat silent with her eyes shut.

"She is thinking", whispered the Monkey.

"Yes", we must wait for her answer, replied the Elephant.

At last she opened her eyes and said, "you see that tree on the other side of the river ?"

"Yes", they both answered.

"Go" and fetch me some of its fruits".

The Monkey and the Elephant looked at each other ; and then the Monkey said, "Come along we must better do what the Owl says".

D. So they went. But when they came to the river, the Monkey drew back, "I can never cross such a wide, deep river", he said.

The Elephant laughed and said, "Didn't I tell you it was better to be big and strong than clever and quick ? Get on my back, little Monkey, and I will carry you across".

Method.

Such words and passages, if any, may be dealt with as shown before.

The pupils may be asked to read the lines again silently to find out answers to the following questions (the questions should be written on the other side of the black-board from before hand and should be turned to the pupils at the moment).

What was the point of dispute between the elephant and the monkey ? How did the elephant make out his case ? What counter-claims did the monkey put forward ? To whom did they go to make up their quarrel ?

At the end of silent reading, the pupils may be asked the above questions and a black-board summary may be developed along with the answer. The same procedure may be followed in regard to the other sub-units-only the questions—answers to which are to be gathered through silent reading will differ.

Let us now see how the "Wise Owl" decides the case. The pupils will be asked to find out answers to the following questions through silent reading. What was their request to the Owl ? What did the

Matter.

The Monkey felt rather ashamed, but he did as he was told ; and they were soon on the other side.

Method.

Owl ask them to do ? Did they follow the suggestion of the owl ?

We should find out whether the owl wanted only to make them fools. Interest may be developed with the following phlannelograph picture : The elephant is already a few steps in the river and the monkey behind. Title for the story "Strength wins" (a few questions may be asked on the picture).

Questions to guide silent reading :

What did the elephant say when the monkey was afraid to cross the river ? How did the monkey cross the river at last ? Why was he ashamed ?

Note : Loud reading, traditionally dominating in language lessons, has not been provided ; comprehension readings should be silent rather than loud. Model reading by the teacher is not also therefore suggested ; if the teacher feels that the pronunciations of particular words (not included in the list of difficult words) are likely to create difficulty—they might be dealt with after the first silent reading. It may be noted that our pupils are not usually habituated to silent reading even in their mother tongue and this may create additional difficulty for the teacher : Questions to guide the

reading are necessary to provide motivation and to help comprehension. At the beginning of every unit, statements are made to connect it with the previous sub-unit and to awaken interest.

Application :

Let us try to make a drama out of the story. Write dialogues for the drama. To help you, dialogues are given with occasional blanks. You are to fill up the blanks. You may consult the book, but write the dialogues in your own words as far as practicable. One may not write dialogues for more than one Scene.

SCENE I.

The elephant and the monkey quarrel :

Enter, Monkey and the Elephant.

Elephant : Dear friend ! I am so sorry for you.
You are so small. I wish, you were....

Monkey : Do not mind, my friend ; strength is not so important. I am....and....

Elephant : Oh, you are a fool ; strength is much better than....

Monkey : Let us make the owl the....she will settle the....

N.B.: Use the word "dispute" in one of the blanks.

SCENE II.

The Owl, the Elephant and the Monkey.

Elephant & Monkey together : Oh,.....owl.....
settle the.....between us. We cannot decide
which is the better,.....

The owl shut her eyes. The monkey....to the
elephant.

Monkey :

Elephant : We must.....

Owl :me some fruits from the.....in the....
of the river.

N.B. Use the words 'fetch' and 'whisper, some-
where in the blanks.

SCENE III.

The Monkey and the Elephant near the river.

Elephant : Come along ! Let us....the river.

Monkey : Dear me, I cannot....such....river.

Elephant : (Laughing) I will carry you.... ; but
admit that strength is better....

N.B. Use the word 'across' in one of the blanks.

The dialogues with blanks should be written on
the other side of the black-board from before and
should be turned towards the pupils during the
Application Stage. The pupils may use one or more
words in filling the blank.

Home Work :

Pupils may be asked to write the dialogue for all the three scenes.

Class.....X.

Topic : The Rains by R. T. H. Griffith.

Time—40 minutes.

Scheme of Lessons :

*(a) Who is this....jewelled train.

(b) They will revel...wings.

* is the unit for the lesson.

Type of Lessons: Appreciation.

Note : Logically speaking, the poem has two parts : (i) Appreciation of the beauty of the *coming of rains*. (ii) Appreciation of the beauty of rain-fall : But as the second unit is much larger than the first and cannot be finished in one lesson while the first unit is too small for a lesson, a compromise has been made by taking a few lines in the first lesson-unit, which should logically belong to the second. To maintain the unity of the second lesson, those lines should be properly recapitulated, while delivering it. Again, in the first lesson, those lines should be presented in such a way as to kindle interest in the second lesson.

***Aim :** To help the pupils (1) to appreciate the beauty of rains when it is about to come (2) to appreciate the similies which have been utilised for the description of the coming of rains, (3) to read the

poem aloud with proper accent, intonation and rhythm, so as to enjoy the reading, (4) to develop interest in reading poetry, in general, and English poetry, in particular.

Aids :

1. A few first class pictures on the rains.
2. Books for parallel reading *e.g.*, Gita-bitan and Premprakriti by Tagore. (for Bengali speaking pupils)
3. Picture of an Indian Emperor, riding in procession on an elephant.

Preparation :

Who are lovers of rains amongst you ? (show of hands). What appeal to you most when it rains (no precise answer is expected ; description of a few aspects of rain may be forth-coming *e.g.*, heavy shower, blackening of all the quarters etc). Describe the type of rainy day you like most (a few pupils may be asked ; description should be very brief, in two or three short sentences). One or two pictures on the rains may be presented and the pupils may be asked to describe them. The pupils may then be asked to quote their favourite poet on the rains. The teacher may himself recite a few poems, welcoming rain as it comes and describing it when it has set in. For Bengali children, the following poem from Tagore's Gitabitan (Rain) may be considered suitable (only the relevant stanzas may be read) :—nos. 27, 29, 39 etc., Parallel readings in English should be utilised

Method.

Sub-Unit I.: Who is coming? (The rains). What is imagined as the herald of the rain? (Clouds). How is the cloud announcing the coming of rains? (through its sounds). Why is it called 'Sounds of fear'? (The sound of the cloud is really frightening). What is imagined as the flag for the rains, being borne by its herald—the cloud? (Lightning). Why is the lightning said to be 'glaring'? (can be compared to fierce look because it frightens us). Why is the air said to be murky or dark? (the whole atmosphere is dark, the air is somber as it is just before the rains).

Sub-Unit II : In the royal procession of the rains, what stands for the drum? (Thunder). What can be compared to the elephant on which the rain could be imagined riding? (Clouds). What may be taken as the soldiers following the king, the rain? (Cloud).

Sub-Unit III : Whom is the poet welcoming? (the Rains). What has hidden the face of heaven from sight? (Clouds). The ships sail on watery road; on what kind of road are the clouds sailing? (Airy road). The ships are loaded with cargoes; what are the clouds loaded with?

Method.

(Water). Where do the clouds sink down ? (Earth).

Sub-Unit IV : What change do you notice in the trees because of the rains ? (new life has come to them). What are the fawns doing in the rains ? (hiding their faces in the lilies). How are the peacocks welcoming the rains ? (by spreading their wings).

F. The teacher may read aloud the whole lesson again with a view to help in appreciation by the pupils. The pupils will follow (two sub-units may form one reading-unit for the pupils).

Application :

The pupils will be asked to make a pen-picture of the land-scape described in each of the sub-units—one pupil may not attempt more than one subunit. The writings will then be discussed in reference to the text.

Home Work :

The pupils will be asked to find out parallel passage either in English or in the mother-tongue and to write them in their English note-books.

Note : The subject-matter for the lesson.

THE RAINS

Who is this that driveth near,
 Heralded by sounds of fear ?
 Red his flag, the lightnings' glare
 Flashing through the murky air,
 Pealing thunder for his drums,
 Royally the monarch comes.
 See, he rides amid the crowd,
 On his elephant of cloud,
 Marshalling his Kingly train ;
 Welcome, O thou Lord of Rain !
 Gathered clouds, as black as night,
 Hide the face of heaven from sight,
 Sailing on their airy road,
 Sinkling with their watery load.
 Look upon the wood and sea,
 Bursting with new life each tree.
 Look upon the river side,
 Where the fawns in lilies hide,
 See, the peacocks hail the rain,
 Spreading wide their jewelled train.

Grammar and Composition

Class VII.

Topic : Adjectives.

Time : 40 minutes.

Scheme of Lesson.

- *(a) Descriptive Adjectives.
- (b) Other kinds of adjectives.
- (c) Revision with emphasis on exercises.
- * Unit for the lesson.

Aim : •

To help the pupils (a) to understand the function and use of adjectives in a sentence ; (b) to be able to use adjectives correctly while expressing their thoughts : (c) to understand the function and use of descriptive adjectives in a sentence and to be able to use them while expressing their thoughts ; (d) to develop interest in the study of grammar.

Aids :

1. Phlannelograph pictures illustrating a few sentences.

2. Flash cards with illustrations to be presented in the phlannelograph.

Preparation :

Pictures of a tall boy and a short boy ; one is lean and the other is fat ; one boy is wearing a red shirt and the other a blue one ; one is wearing a long sock and the other a short sock. The teacher after presenting the pictures on the phlannelograph—you do not know the names of these boys, but you are to tell me that this boy (pointing to the fat boy) reads with you and this boy (pointing to the lean boy) reads with your brother : How would you be sure that I make no mistake of the boy you are speaking of ? Mind you cannot point to the picture. (The fat boy reads with me. The lean boy reads with my brother). Now describe the shirt worn by the lean boy. (The lean boy wears a red shirt). Describe the shirt worn by the fat boy (the fat boy

*Matter.**Method.*

the illustrations would be that words could be removed and replaced in the sentence according to requirement. The pupil may find it an interesting activity, adding to their interest in the lesson.

- (b) Some descriptive adjectives can be formed from verbs and some from nouns, *e.g.*, the crying boy, the broken bottle, a golden opportunity, an earthen pot.

The teacher will fix appropriate pictures on the phlanne-lograph and ask the pupils to tell what they are. He will try to draw the following sentences from them—This is a crying baby. This is a sleeping child. The boy has a woollen coat. This is a wooden spoon. In co-operation with the pupils, the teacher will develop that the original words were cry sleep, wool and wood ; the first two are verbs and the last two are nouns ; in the case of the first two, 'ing' has been added where-as in the case of the last two, 'en' has to be added to turn the words into adjectives.

Note : Each of the sentences will be dealt with independently. The pupils may be asked to turn the following words into adjectives and then to make sentences with them : run, quarrel, fall. The teacher may give the necessary lead to the pupils.

Application :

Recapitulation with the help of phlanne-lograph.

1. The following sentences are fixed on the

phlanneograph : The tall boy is shooting the red ball. The short boy is shooting the blue ball. Each word would be separately fixed. The words "tall" and "red" in the first and the words "short" and "blue" in the second would change places. The boys would be asked to take out the words from the phlanneograph and fix them in their proper places. They should be asked to explain why they changed the places for the words.

2. The following sentences with blanks, will be fixed against appropriate pictures : This is a . . ball ; this is a . . . ball. The pupils will be asked to take the appropriate word from the teacher's desk and to fill up the blanks in the sentences (red in one case and blue in the other).

3. Describe the following words in as many ways as you like : a doll, a boy, a girl, a ball, a book. The teacher may give the lead.

4. Turn these verbs into adjectives : (Example : a baby who is crying :—A crying baby).

(a) The sun which is burning. (b) A plant which grows. (c) A boy who runs. (d) A boy who suffers.

5. Turn the following nouns into adjectives and make a sentence with each : wood, wool, colour, gold.

Home Work :

Write five sentences with adjectives ; the adjectives should be other than those discussed in the class.

Composition (Project-basis). *

Class VIII.

Project : Report on the activities of the class during the term, for class-magazine.

Time : 45 minutes.

Topic : Report on the activities of the class during the term.

Scheme of Lessons :

Reports on

*1. Sports, 2. Excursion, 3. Literary activities, 4. Discussion and correction of individual work, 5. Compilation of a report on the different activities.

* Unit for the lesson.

Aims :

To help the pupils to (a) describe in English their own experience, (b) express their ideas in English in a logical and systematic manner, (c) develop their thought and imagination.

Aids :

1. A few photographs representing the different activities of the class to be fixed on the phannelograph.

2. Relevant back-issues of the class-magazine, newspapers etc.

Preparation :

We shall have to write reports on our different activities during the last month for the class-maga-

zine : Which of your activities would you like to include in the report ? The different activities suggested would be noted on the blackboard. In each case, pupils may be asked to give reasons for the inclusion of an item in the list. After necessary omissions and inclusions in accordance with the discussion, the list of activities for the report may be finalised.

Announcement :

Today let us try to write a report on "sport activities". Each one of you will write the report on the activity. We shall prepare the final report taking the best out of each one of your writings. Before you proceed to it, let us discuss the lines on which you may write.

Presentation

Matter.

A. Sports-activities :

- (a) Previous Record,
- (b) Outdoor games the class plays,
- (c) Tournaments in which the class joined during the term, with results.
- (d) Description of the most exciting sports events for the classes.

Method.

Pupils will be asked to decide the specific sport activities on which they would like to report. They may be helped by reading previous reports. When a list is thus drawn, the pupils may be asked to take up the task of preparing a report on them. How should we begin ? Different suggestions are expected. The suggestions that we may start with past records may come from some pupils or other ; if not, the teacher may himself make the suggestion.

Method.

A few of the relevant photographs may be placed on the phlannelograph to refresh the memory and to develop the interest of the pupils in the lesson. But it is not enough to be proud of the past. What is our record during this term? The pupils are expected to speak of the different achievements. Their statement may be supported by the presentation of photographs in the phlannelograph. The teacher may then suggest that the description of the most interesting event during the term may be included in the report. Pupils may offer different suggestions ; ultimately, decision may be taken about the event to be included.

To refresh the memory and to stimulate the imagination of the pupils, the teacher may present a few relevant photographs on the phlannelograph. He may once read the description of the event he might have himself written.

Description of similar events from the previous journals may be read to the pupils. Description of sports events of famous clubs as reported in newspapers etc., may also be read.

Matter.

B. Writing the report.

Method.

The pupils may then be asked to write the report. The teacher may go round the class and help pupils individually when needed.

Application :

Pupils may be asked to read one another's report and to correct it. Suggestions for improvement may also be offered. The teacher may go round helping individual pupils, when help is needed. The note-books will be corrected at the end of the period by the teacher.

English (Revision Lesson).

Class X.

| **Topic :** "As you like it"
(Stories from Shakespeare).

Time : 45 minutes.

Scheme of Lessons :

*1. Characters of Rosalind and Orlando.

2. Life in the forest of Arden.

3. Minor characters.

4. Appreciation of the piece.

Lesson-type : Comprehension along with appreciation.

* unit for the lesson.

Aim

To help the pupils to (i) read the lesson with improved comprehension ; (ii) appreciate the characters which have been taken as the subject matter for the lesson and to ; (iii) increase their interest in

Shakespeare's work in general and in the lesson in particular ; (*iv*) have better grasp of the new words picked out from the lesson such as : Entreated, Fancy, Scorn, Scold etc.,

Aids :

1. The original work, "As You Like It". 2. The other comedies of Shakespeare e.g., A Midsummer Night's Dream, The Merchant of Venice.

Preparation :

The following types of questions may be asked : Name the characters, which, in this lesson, appeal to you most. (Different names may be given).

Why do they appeal to you so much ? (Reasons may be given as the pupils feel—the discussion may be of a very general nature).

What are the lines or passages in the lesson which you like most ? (Specially interesting passages may be read from the piece as well as from the original—as far as practicable by the pupils).

Who are the hero and the heroine of the piece ? (Rosalind and Orlando).

Why do you call them so ? (A detailed and systematic answer is not expected at this stage).

Announcement :

We shall try to appreciate these characters in greater details.

Presentation*Matter***1. Rosalind's character.**

- (a) God—natured.
- (b) Affectionate.
- (c) Sincere in love.
- (d) Playful.

Method

The lesson may be developed on the following lines :

1. A list of the different features in the character of Rosalind may be prepared, in co-operation with the pupils (as indicated in the matter column).

2. Each of the traits may then be dealt with as follows :

(a) The pupils will be asked to read the relevant portion of the text silently and to refer to the trait concerned in detail.

(b) The teacher may read to the pupils from the original.

(c) The particular trait in Rosalind may be compared with that of any other heroine in any other comedy of Shakespeare with which the pupils may be familiar; relevant lines may be quoted from the original.

(d) A brief discussion may be developed on the possession of the trait concerned. Sometimes the teacher may initiate it by challenging statements (e.g., the teacher may ask whether Rosalind could be called sincere in love while she teased Orlando so much without revealing her identity).

*Matter.**Method.*

(e) The discussion may be utilised in supplementing the black-board summary.

(f) While the pupils are led to the reading of the text, the teacher may ask them the meaning of difficult words in the lines read. The pupils may be asked to make sentences ; the difficult words and an illustrative sentence for each may be included in the black-board work.

2. Orlando :

- (a) Brave and Strong.
- (b) Simple and Believing.
- (c) Sincere in love.

The same procedure may be followed in developing the subject-matter.

Some comparison may be developed between certain qualities of Rosalind and Orlando (e.g., between the love of the two).

Application :

1. Each pupil may be asked to describe a particular trait of Rosalind or Orlando according to his choice. The relevant portions in the text may be re-read for this purpose.

2. A few pupils may be asked to read what they have written and there may be a brief discussion.

N.B. Time may not allow the discussion to cover all the traits. The purpose of the discussion should be to set certain models for the pupils and to heighten their interest.

Home Work :

Pupils will be formed into groups on the basis of the "feature" on which they have written. A secretary may be appointed for each group and the work for the group should be to produce a single composition on the "feature". Each pupil will re-write his account at home on the basis of discussion in the class and may meet for group-work in the leisure period in the school, or a class-period under the supervision of the teacher may be spared for the purpose.

CHAPTER XI

MODEL LESSONS IN A FEW OTHER SCHOOL SUBJECTS

Class IX :

Time 45 minutes

Teacher.

Lesson on Algebra.

Scheme of lessons :

- (a) Simple factorisation.
- (b) Meaning of H. C. F. and finding out the H. C. F. by factorisation.
- *(c) Practice lessons on H. C. F. by factorisation.

*This forms the day's lesson

Aim—To help the pupils to gain better insight into and acquire greater skill over the principles in finding out H. C. F. by factorisation.

Step—1. The following types of questions may be asked to set the lesson in its proper perspective :

1. What do you understand by the Common factor of a given set of numbers ? (The factor which is common between a given set of numbers). Try to give an example on the black-board.

2. What do you understand by the H. C. F. of a given set of numbers ? Point out the H.C.F. in the example on the black-board.

3. What is the H. C. F. of 8, 12 and 16 ?

4. What is the H. C. F. of $a^2 - b^2$ and $a^2 + ab$?

Announcement :

Here the teacher announces the day's lesson, namely "Practice lesson on H. C. F."

Step : II The Teacher presents at least three sums of the following type on the black board and works them out in co-operation with the class :—

- (1) $x^5y^3 - x^3y^3, x^5y^4 + x^4y^5$
- (2) $2^4(x^3 - a^3), 40(x^4 + x^2a^2 + a^4)$
- (3) $x^2 + 5xy + 4y^2, x^2 + 2xy - 8y^2, x^2 + 7xy + 12y^2.$

The Teacher supervises the class at work and offers individual help, wherever necessary. If required, he also explains the common difficulties on the black-board and thus helps the pupils to understand the operational principles fully and clearly.

Application :

To give additional practice and to develop better insight into the practical part of the principles involved, the teacher asks the class to work a few problems of the following type (problems to be presented on the black-board).

Find the H. C. F. of :—

- (1) $6a^3b^2 - 2^2ab^4, 4a^5b + 32a^2b^4.$
- (2) $a^4x^3 - 4a^3x^4 - 12a^2x^5, a^5x^2 + 8a^4x^3 + 12a^3x^4.$
- (3) find out the greatest factor that will divide the following completely :
 $2x^2 + 9x + 4, 2x^2 - 3x - 2, 4x^2 + 4x + 1.$

4. How many common factors are there in, the following :

- (i) $x^3 + x^2 + x + 1,$
- (ii) $x^3 + 3x^2 + 3x + 1.,$
- (iii) $x^4 - 1.$

find out the highest common factor :

- (a) in respect of (i) and (ii)
 (b) " " (i) and (iii)
 (c) " " (ii) and (iii)
 and (d) " " (i), (ii) and (iii).

Home Work :

Teacher assigns at least five sums from the Text-Book as home work.

Geometry :

Class VIII

Time—45 minutes

Date.....

Topic : Inequalities in a triangle—Angles and sides.

Scheme of Lessons.

Theorems :

1. VIII
2. IX
3. X
- *4. XI—To prove that any two sides of a triangle are together greater than the third side.

* Unit for the lesson.

Aim :

1. To help the pupils to solve the problem through deductive reasoning and to gain insight into its logic.
2. To help the pupils to gain general insight into the process of deductive reasoning.

Aids :

1. A geometry-box for each of the pupils.

2. The necessary geometry-box apparatus for the teacher.

Preparation :

The teacher plots three points on the black-board (one is more or less equidistant from the other, though not quite) and asks the pupils—Guess and tell which is the shortest distance between any two points. To make things more concrete, the points may be joined by straight lines.

After the answer, the pupils may be asked to come to the blackboard to test the guess by actual measurement. The pupils may again be asked to guess, in case the smaller straight lines are added, whether they would be of greater or lesser length than the longest straight line. The pupils may verify the guess by actual measurement. Another example may be taken but here the points should be plotted in such a manner that the second guess (*i.e.*, whether the addition of two straight lines would make a longer straight line than the longest) should be more difficult. The same procedure may be followed in dealing with the second example as was followed in the case of the first. The pupils may be asked to plot points in their note-books and see whether they can plot them in such a way that any one straight line in a triangle may be greater than the other two straight lines taken together. In all cases the pupils will draw two triangles with

sides having differing lengths and put down the measurement of each side.

Announcement :

Now we have seen that no side of a triangle can be greater than the other two sides of it taken together. Let us see, instead of measurement, whether we can prove this by deductive logic.

Presentation :

Matter

1. ABC is a triangle in which the side B C is the longest.

2. It is required to prove that the sides AB plus AC are greater than BC.

3. Extend AB to D making it equal to AC. Join DC.

Method :

1. Pupils will draw it on the black-board as well as in their note-books.

2. To be developed by the pupils.

3. The teacher restates the problem and asks the pupils—how to prove it through reasoning (they can do it through measurement no doubt). When the pupils fail to answer, the teacher in order to give them hints about the line of reasoning draws another triangle and states that a particular angle is the biggest and then asks the pupils that from this what they know about the comparative lengths of the sides of this triangle. If need be, the teacher will remind them of theorem No. 10 and help them to develop the answer. The teacher then develops in co-operation with the pupils that if a triangle is

Matter.

4. Now in the $\triangle BDC$, $BD = BC$ the $\angle BDC = \angle BCD$ (theorem 5). But the whole $\angle ACD$ is greater than the $\angle BCD$ and is therefore greater than the $\angle BDC$.

AD is greater than AC
 $AB + AC$ is greater than AC .

Method.

drawn in which the length of one of its sides is equal to the length of the two sides of the given triangle and if another side is equal to the 3rd side of the given triangle and if the angle opposite to the first side is proved greater than the angle opposite to the other side (which is equal in length to the 3rd side of the given triangle), our problem is solved (a triangle will actually be drawn on the blackboard). The pupils will then be asked to make a triangle by changing the given triangle to fulfil the above requirement, (the teacher will help the pupils when needed).

4. Now, if we can prove that the $\angle ACD$ is $>$ than the $\angle ADC$ our problem is solved. The students will be asked to answer the "why" of this statement.

Let us take the $\triangle BDC$; can we say the $\angle BDC = \angle BCD$? why? When do the base angles of a triangle become equal? Now prove that the $\angle ACD$ is $>$ than $\angle BDC$. Questions of the above type may be asked to develop the subject-matter in the matter-column. The pupils will be asked to give the logic behind the statements.

Application :

1. The teacher will change the names of the sides of the triangle and also its shape and will ask the pupils to prove the theorem.

2. ABCD is a quadrilateral play-ground. Imagine you are to go from A to C. Which do you think would be the shortest route ? Why ?

3. Draw a triangle with 2", 3" and 5" as its sides.

4. Why is it not possible to draw such a triangle ?

Blackboard Summary :

Will be according to the matter column.

General Science :

Class—V

Time : 45 minutes.

Date.....

Topic : Magnet and its properties.

Aims :

To help the pupils (1) to know about magnet and its properties (2) to develop their interest in Science.

Aids :

(1) A magnet (2) Iron dust (3) Glass, (4) Piece of wood (5) Needle (6) A piece, a nickel 4 anna piece.

Preparation :

The teacher declares that he would show the pupils a magic : He picks up a pin with the

magnet and then another pin with the pin attached to the magnet and so on. Pupils may try the magic (they may first try with an ordinary piece of iron instead of the magnet and fail).

The teacher tells the pupils the story about the discovery of the magnet : Some shepherd boys were looking after their sheep in a place in Asia-minor (may be shown in the map). They had sticks with bottoms covered with iron. Suddenly a shepherd boy found that his stick was stuck on the earth—he could not raise it. Can you imagine what was the matter with the stick? The story continues : It was found that the place contained magnet. But why was it called magnet ? It was named after the shepherd boy whose name was Magnet.

Announcement :

In this lesson, we may try to find out the different properties of magnet.

Presentation :

The pupils will co-operate with the teacher in making the experiment. After each experiment the conclusion will be deduced in co-operation with the pupils.

<i>Experiment.</i>	<i>Observation.</i>	<i>Inference.</i>
1. Place nails, pins, pice, a nickel 4 anna piece, a silver 4 anna piece etc., and touch each with the magnet.	The magnet attracts only the first three.	The magnet attracts iron, and nickel. It does not attract all metals.

2. Some iron dust is placed on paper and the magnet is rolled over it.

The iron dust has been attached mostly to the two ends of the magnet ; its middle is more or less clear.

The magnet has attracting power in its two ends and not in the middle.

3. Place a few pins on the table, have one of them fixed in the magnet; then let this pin touch another pin.

The second pin is attached to the first pin, which in its turn is attached to the magnet.

Certain metals acquire the magnetic quality when they come into contact with a magnet.

4. Put a piece of paper at one end of the magnet and then place it on the iron-dust. Replace the paper by a piece of glass and repeat the experiment.

The iron dust is attached to the piece of paper and to the piece of glass.

A magnet can attract through paper and glass.

5. Tie a thread in the middle of a magnet and hang it on a wooden bar.

The magnet does not lie horizontal. It points to two directions.

When suspended the two ends of a magnet point towards the North and the South.

Blackboard Summary :

According to the presentation stage as shown above.

Application :

1. There are a few nickel 4 anna pieces, one of them is counterfeit ; how would you find out the counterfeit one ?

2. A needle is lost on the floor ; how would you try to find it out quickly ?

3. If a magnet is placed over the glass-cover of a clock, what would happen ?

4. You are at a new place and you do not know the direction, can you with the help of the magnet find out the direction ?

5. If a pin is attached to a magnet and then it touches another pin, why is the second pin attached to the first ?

Lesson Notes on a few other Subjects :

Geography : (Conversational Method).

Class VI.

Topic : Indian Union—Political Division :

Time : 45 minutes.

Scheme of Lessons :

(i) West Bengal.

(a) Boundary, Climate and Vegetation.

*(b) Important places.

(c) Means of communication.

* Unit for the lesson.

Aims

To help the pupils to locate and to know about the places of importance in West Bengal and to develop their interest in the study of geography, in general and in the geography of West Bengal, in particular.

Aids :

(1) A map of India showing the political divisions and the places of importance in West Bengal.

(2) A map of West Bengal fixed on a phannelograph with rivers and districts marked.

(3) Names of places in small pieces of paper and round small discs to represent places which can be fixed on the phannelograph.

(4) A few pictures to illustrate the special features of the places which are the subject-matter for the lesson.

(5) An outline map of West Bengal in the notebook of every pupil—drawn at home, according to previous instructions.

Preparation :

Show West Bengal in the map. Show where we are in it (the school is in West Bengal ; the teacher will help the pupils to locate the place ; the place will be fixed on the phannelograph map). Supposing the school takes you out on an excursion, where would you like to go ? (various suggestions to be made). The teacher may ask one or two pupils to tell him why they desire to go to the particular place ; they may also be asked about the location of the places, the purpose of such questions being only to develop general interest in the lesson.

Announcement :

Let us try to know today in greater detail the different places of interest in West Bengal.

*Presentation**Matter.*

1. *Calcutta* : the capital—an important port—a business centre—a very big city—for visitors, many things worth seeing, such as, the Zoo, Victoria Memorial, the Howrah Bridge, the University etc.

Method.

We shall start with the most important place, Calcutta. The teacher may fix Calcutta on the phlannelograph map. It may be taken out and a few pupils may be asked to refix it in the proper place. The direction and the distance of Calcutta from the place where the school is situated may be pointed out. Those of the pupils who have visited Calcutta may be asked to raise their hands. They may be asked to describe what they have seen at Calcutta (the object being to develop general interest ; if a particular point, listed in the matter column, develops in course of the discussion, it may be further illustrated with the help of pictures). Points which may not develop in the above manner may be developed with the help of the following pictures fixed on the phlannelograph, one after another, as the points would be developed—questions round each of the pictures should be adequate to develop the points in question :

- (a) Capital : Pictures of Rajbhavan and of the Writers' Buildings.
- (b) Important port : Pictures of Kidderpore Dock and of the busy

*Matter.**Method.* *

Netaji Road with its massive buildings.

- (c) Pictures of a few places of interest in the city for visitors.

2. *Howrah* : Opposite to Calcutta on the other side of the Hooghli—adjacent to it are many mills—a big Railway Station.

The teacher may fix up the river Hooghli on the phannelograph and may also fix Howrah on the map ; the pupils may be asked to describe the location of Howrah from the map (opposite to Calcutta on the other side of the Ganges). The remaining points may be developed with the help of the following pictures :

- (a) Picture of a Mill area.

- (b) Picture of the Railway yard.

3. *Darjeeling* : On *the Himalayas—a hill station.

The Himalayas will be fixed on the phannelograph and Darjeeling be fixed on it. The beauty of Darjeeling as a hill-station may be developed with the help of appropriate pictures.

4. *Navadwip* : Birth place of Chaitanya Dev—a holy place for the Hindus.

The pupils may fix it on the phannelograph map, taking help from the map of India. The other points may be developed with the help of a picture of Chaitanyadeva and a picture of the temple—where people are going on pilgrimage.

• *Matter.*

5. *Murshidabad* : a very ancient town—famous for silk.

Method.

The river Bhagirathi may be fixed on the phlannelograph map. The pupils may be asked to fix Murshidabad on the map with the help from the map of India. The other points may be developed with the help of pictures and questions.

Application :

1. The location of the places may be taken away from the phlannelograph and the pupils may be asked to refix them.

2. The pictures may be shown and the pupils may be asked to tell to which place each of them relates.

3. Match the following statements with the following places :

Places.

Murshidabad ; Calcutta ; Nava-dwipa ; Howrah ; Darjeeling.

Statements.

A hill-station ; an important port ; a place of pilgrimage ; famous for silk, Capital of the State ; an ancient town ; on the Himalayas ; on the bank of the Bhagirathi ; a big railway station ; a mill area.

Blackboard Summary :

As in the matter column, to be simultaneously developed along with the development of the lesson.

*Geography (Activity-Method).***Class VIII.****Topic :** Physical features of India.**Time :** 45 minutes.**Scheme of Lessons :**

*(a) The great mountain wall in the North and the Plateau of Peninsular India.

(b) The great plain of Northern India, Rivers of Northern India and Rivers of Peninsular India.

* Unit for the lesson.

Aim :

To help the pupils (i) to know about the physical features of India, in general and (ii) to develop their interest in the topic.

Aids :

(1) Clay out-line map of India for each pupil prepared at home.

(2) A fairly big clay out-line map of India for demonstration to the class.

(3) A relief map of India.

(4) An out-line phlannelograph map of India.

(5) A few relevant pictures.

(6) Accessories for preparing a clay relief map of India for each pupil.

Préparation :

Pointing to the relief map, the pupils may be asked to explain the difference of colour in certain

places (indicates high and low level of the land). Name a few high places you know of (a few hill-stations may be named). The pupils may be asked to show in the same map a few mountains and rivers. What would have happened if there were no rivers in our country. (shortage of water—agriculture would have been difficult). Imagine if there were mountains and mountains alone in our country, what would have happened ? (no definite answer is expected ; two sample answers : we would have become hill-men ; communication between one place and the other would have been difficult). So we may say that physical features have great influence upon a country and its people.

Announcement :

We shall try to know about the physical features of India today. Probably the best way would be to prepare a model. You have been asked to prepare clay outline maps of India for the purpose. Let us now mark out the high and low places, the mountains and rivers etc., in them. If we can prepare nice models, we may utilise them in our school exhibition.

Presentation

Matter.

A. *The Great Mountain Wall in the North.*

1. The Himalayan Mountains—starts from the Pamir Knot and runs east-ward as a

Method.

As you know that the Himalayas forms the northern boundary of India, let us begin with a study of the mountain system. Find out the Pamir Knot in the relief map and

PREPARATION OF LESSON NOTES

Matter.

mountain-wall along the northern borders of India—Mount Everest (29,002 ft.) and Kanchanjunga (27,815 ft.) are two of its highest peaks.

2. The Mountain-wall between India and Burma ; in the north it is called the Patkoi Hills, then it broadens into the Naga hills and the Manipur plateau ; south of Manipur is the Lushai hills.

3. The above mountain sends a branch west-ward into Assam forming the Jaintia, Khasia and Garo hills.

B. The Plateau of Peninsular India.

1. Cover at most the whole of peninsular India. Generally, the plateau slopes from west to east.

2. The Vindhya mountains and the Satpura Range (running from West to east) separate the plateau from the north.

3. The Western Ghats and the Eastern Ghats form the Western and the Eastern edges of the plateau.

4. The coastal strips lie between the plateau and the sea, both in the east and the west. (narrow strips).

Method.

trace the Himalayas from it (one or two pupils may do it). The teacher may fix the Pamir Knot and place the Himalayan mountains with its two highest peaks in the phannelograph map. One or two pupils may be called to the big clay outline map of India to carve the Himalayan mountain on it—the teacher should help when needed. All the pupils would be asked to do the same in their own clay maps ; the teacher would go round giving help, when needed.

The teacher may narrate and fix the mountain wall between India and Burma in the phannelograph map.

The teacher may carve the mountain wall on the big clay map and the pupils following him in their own clay maps. To heighten interest, a few pictures illustrating the life of the hill-men may be shown.

More or less the same procedure may be adopted in developing other points as well.

Application :

1. Fix flag-stuffs in your clay-map to indicate the names of mountains, peaks, plateaus etc., which you have carved in the map.

2. In the outline phannelograph map pupils may be asked to fix the mountains etc.,—the fixing should be according to the matter column.